

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140077      P015B140077

Univ of Maine System

AEB  
Canada - C

OMB Number: 4040-0004  
Expiration Date: 8/31/2016

**Application for Federal Assistance SF-424**

<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>	
<b>* 3. Date Received:</b> <input type="text"/>		<b>4. Applicant Identifier:</b> <input type="text"/>			
<b>5a. Federal Entity Identifier:</b> <input type="text"/>			<b>5b. Federal Award Identifier:</b> <input type="text"/>		
<b>State Use Only:</b>					
<b>6. Date Received by State:</b> <input type="text"/>		<b>7. State Application Identifier:</b> <input type="text"/>			
<b>8. APPLICANT INFORMATION:</b>					
<b>* a. Legal Name:</b> University of Maine System acting through University of ME					
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> 016000769			<b>* c. Organizational DUNS:</b> 1868757870000		
<b>d. Address:</b>					
<b>* Street1:</b>		5717 Corbett Hall			
<b>Street2:</b>		University of Maine			
<b>* City:</b>		Orono			
<b>County/Parish:</b>		Penobscot			
<b>* State:</b>		ME: Maine			
<b>Province:</b>					
<b>* Country:</b>		USA: UNITED STATES			
<b>* Zip / Postal Code:</b>		04469-5717			
<b>e. Organizational Unit:</b>					
<b>Department Name:</b> Canadian-American Center			<b>Division Name:</b> <input type="text"/>		
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>					
<b>Prefix:</b>		<b>* First Name:</b> Stephen			
<b>Middle Name:</b>					
<b>* Last Name:</b>		Hornsby			
<b>Suffix:</b>					
<b>Title:</b> Director					
<b>Organizational Affiliation:</b> University of Maine					
<b>* Telephone Number:</b>		207-581-4226		<b>Fax Number:</b> 207-581-4223	
<b>* Email:</b> hornsby@maine.edu					

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Dept of Educations

**11. Catalog of Federal Domestic Assistance Number:**

84.015A;84.015B

CFDA Title:

National Resource Centers Program  
Foreign Language and Area Studies Fellowships Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-053014-01; ED-GRANTS-053014-02

\* Title:

National Resource Centers Program  
Foreign Language and Area Studies Fellowships Program

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Northeast National Resource Centers on Canada

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

# Application for Federal Assistance SF-424

## 16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

## 17. Proposed Project:

\* a. Start Date:

\* b. End Date:

## 18. Estimated Funding (\$):

* a. Federal	<input type="text" value="362,000.00"/>
* b. Applicant	<input type="text" value="31,919.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="393,919.00"/>

## \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

## \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

## Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:



\* Date Signed:



**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No - Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Address:

\* Street1:

Street2:

\* City:

County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization

University of Maine System acting through the University of Maine

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	19,685	23,850	23,850	20,245		87,630
2. Fringe Benefits	10,157	12,354	12,354	10,487		45,352
3. Travel	26,550	21,550	22,050	28,050		98,200
4. Equipment	0	0	0	0		0
5. Supplies	15,311	18,101	16,801	18,274		68,487
6. Contractual	86,000	86,000	86,000	86,000		344,000
7. Construction	0	0	0	0		0
8. Other	32,000	29,700	30,500	28,500		120,700
9. Total Direct Costs (lines 1-8)	189,703	191,555	191,555	191,556		764,369
10. Indirect Costs*	10,296	8,444	8,444	8,444		35,628
11. Training Stipends	162,000	162,000	162,000	162,000		648,000
12. Total Costs (lines 9-11)	362,000	362,000	362,000	362,000		1,448,000

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED ☒ Other (please specify): DHHS The Indirect Cost Rate is 32.8 % MTDC

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 % MTDC



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization  
SUNY Plattsburgh

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	11,252	11,437	11,626	11,818	0	46,133
2. Fringe Benefits	4,371	4,452	4,535	4,620	0	17,978
3. Travel	24,950	22,450	22,950	23,450	0	93,800
4. Equipment	0	0	0	0	0	0
5. Supplies	9,000	8,500	8,400	8,300	0	34,200
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	30,057	32,791	32,119	31,442	0	126,409
9. Total Direct Costs (lines 1-8)	79,630	79,630	79,630	73,630	0	306,520
10. Indirect Costs*	6,370	6,370	6,370	6,370	0	25,480
11. Training Stipends	0	0	0	0	0	0
12. Total Costs (lines 9-11)	86,000	86,000	86,000	86,000		344,000

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): HHS The Indirect Cost Rate is 72 %

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is        %

## **Northeast National Resource Center on Canada**

### **Northeast National Resource Center on Canada: Consortium of University of Maine and SUNY Plattsburgh**

#### **Plan for ensuring equity of access and participation in grant activities Section 427 of GEPA**

The University of Maine and State University of New York at Plattsburgh (SUNY Plattsburgh) comply with Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, and national origin, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 which prohibit discrimination on the basis of disability; Title IX of the Education Amendments of 1972 which prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975 which prohibits discrimination on the basis of age, and they comply with their state's human rights laws.

In complying with the letter and spirit of applicable laws and pursuing their own goals of diversity, The University of Maine and SUNY Plattsburgh are equal opportunity employers and educational institutions. They do not discriminate on the grounds of gender, race, national origin, color, religion, sexual orientation, veteran status, citizenship status, disability, or age. Both universities regard freedom from discriminatory harassment as an individual employee and student right which is safeguarded as a matter of policy. They are committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities, and each university recruits employees from minority and other underrepresented groups.

The University of Maine is committed to creating and sustaining a welcoming environment for all students, faculty, staff and visitors. That environment, critical to the

## **Northeast National Resource Center on Canada**

vigorous discovery/learning process that define a university, also depends on diversity – diversity of ideas, cultures, experiences and backgrounds. The University's Diversity Action plan guides our efforts to achieve seven key goals: communicate clearly and affirmatively the University's commitment to diversity; make substantial progress on our Affirmative Action goals; retain employees of difference; value diversity as an essential component of the curriculum; increase the percentage of undergraduate and graduate students of color; retain those students through degree completion; and offer programming to sustain a community of respect for difference. Many groups and departments at The University of Maine participate in the activities that fulfill these goals – The Canadian-American Center tops the list.

Diversity at SUNY Plattsburgh is not articulated from the margins, but featured prominently as one of the core values of the institution. The division of Academic Affairs has dedicated resources to supporting an administrative unit empowered specifically to develop and direct diversity initiatives that are available as resources to the entire university and surrounding community. Our faculty continues to demonstrate that they are passionate about providing their students with broad based educational experiences. Many of the faculty include within their curriculum the experiences of underrepresented voices, as well as structure some of their programming initiatives to enlighten their students about diversity. The division of Student Affairs supports and facilitates a multitude of Multicultural Clubs and Student Organizations. The Student Association provides structured support, both financially and programmatically, to the advancement of diverse student celebrations and organizations. Also, College Auxiliary Services and the College Foundation have been financially supportive of diversity initiatives that offer the opportunity to advance the college community.

## **Northeast National Resource Center on Canada**

It is the policy of the State University of New York College at Plattsburgh to provide equal opportunity in education and employment for all qualified persons; to prohibit illegal discrimination based on age, race, religion, color, national origin, sex, marital or veteran status, or physical or mental handicapping condition, and to promote the full realization of equal education and employment opportunity through a positive and continuing program of affirmative action for the college as a whole and for each constituent unit. This policy governs all college educational and employment policies, practices and actions, including, but not limited to, recruitment, appointment, enrollment, rate of pay and other compensation, advancement, upgrading, promotion, financial aid, demotion, renewal, non-renewal, termination, dismissal, transfer, layoff, leave, training, employees' benefits, grading, and program access. All program activities will be open to all potential participants regardless of gender, race, national origin, color, disability, or age.

As outlined in the proposal, the Northeast National Resource Center on Canada (UMaine and SUNY Plattsburgh) plan to conduct programs involving faculty, students, teachers, and the general public. All grant funded programs are available to people regardless of gender, race, national origin, color, religion, sexual orientation, veteran status, citizenship status, disability, or age. Staff, facilities and technology are available on each campus for providing presentations and teaching materials in an appropriate medium or any learner or attendee, and every effort is made to locate programming in handicapped accessible spaces.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

University of Maine System acting through University of Maine

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:

\* First Name:

Michael

Middle Name: M.

\* Last Name: Hastings

Suffix:

\* Title: Director, ORSP

\* SIGNATURE:



Digitally signed by Michael A. Hastings  
DN: cn=Michael A. Hastings, o=University of Maine, ou=Office of  
Research & Sponsored Programs, email=mhastings@maine.edu, c=US  
Date: 2014.06.19 15:15:12 -0400

\* DATE:

06/19/2014



## CERTIFICATION REGARDING LOBBYING

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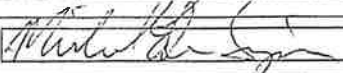
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

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The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
SUNY Plattsburgh	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Michael Middle Name: E.
* Last Name: Simpson	Suffix:
* Title: Director, Sponsored Research & Prog.	
* SIGNATURE: 	* DATE: 6/23/2014



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Digitally signed by Michael M. Hastings  
DN: cn=Michael M. Hastings, o=University of Maine, ou=Office of  
Research & Sponsored Programs, email=mhastings@maine.edu, c=US  
Date: 2014.06.23 10:37:20 -0400

(Signature)

06/23/2014

(Date)

Michael M. Hastings

(Typed or Printed Name)

Name or number of ED program under which this certification is being made: CFDA 84.015A & 84.015B



### Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

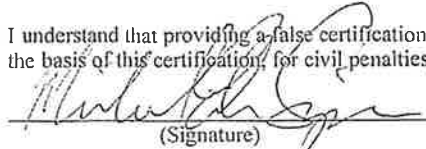
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

  
(Signature)

6/23/14  
(Date)

Michael E. Simpson

(Typed or Printed Name)

Name or number of ED program under which this certification is being made:

84.015A & 84.015B

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

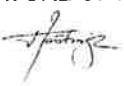
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
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17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
 <p>Digitally signed by Michael M. Hastings  DN: cn=Michael M. Hastings, o=University of  Maine, ou=Office of Research &amp; Sponsored  Programs, email=umgrants@maine.edu, c=US  Date: 2014.06.19 10:50:18 -04'00'</p>		Director, ORSP	
APPLICANT ORGANIZATION		DATE SUBMITTED	
University of Maine System acting through University of Maine		06/19/2014	

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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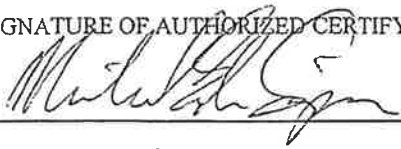
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2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
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18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE Director, Sponsored Research & Programs	
APPLICANT ORGANIZATION SUNY Plattsburgh		DATE SUBMITTED 6/20/14	


# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)


<b>1. Type of Federal Action:</b> <input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance		<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award		<b>3. Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____	
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  Congressional District, if known: ME-002			<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> University of Maine System acting through University of Maine 5717 Corbett Hall Orono, ME 04469-5717  Congressional District, if known:		
<b>6. Federal Department/Agency:</b> Department of Education			<b>7. Federal Program Name/Description:</b> NRCP & FLASFP CFDA Number, if applicable: 84.015A & B		
<b>8. Federal Action Number, if known:</b>			<b>9. Award Amount, if known:</b> \$		
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI): N/A - No lobbying activities			<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): N/A		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.			Signature:  Print Name: Michael M. Hastings Title: Director, ORSP Telephone No.: 207-581-1484      Date: 06/19/2014		
<b>Federal Use Only:</b>					Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

PRINT



### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract _____ b. grant _____ c. cooperative agreement _____ d. loan _____ e. loan guarantee _____ f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application _____ b. initial award _____ c. post-award	<b>3. Report Type:</b> a. initial filing _____ b. material change  <b>For material change only:</b> Year _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> _____ Prime _____ Subawardee Tier _____, if Known:  Congressional District, if known:	<b>5. If Reporting Entity in No. 4 is Subawardee,</b> Enter Name and Address of Prime:  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b>  <b>Print Name:</b> <u>Michael E. Simpson</u> <b>Title:</b> <u>Director, Sponsored Research &amp; Programs</u> <b>Telephone No.:</b> <u>(518) 564-2155</u> <b>Date:</b> <u>6/20/14</u>	
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Office of Research and  
Sponsored Programs



5717 Corbett Hall  
Orono, Maine 04469-5717  
Tel: 581-1484  
Fax 581-1446  
[www.orsp.umesp.maine.edu](http://www.orsp.umesp.maine.edu)  
[www.umaine.edu](http://www.umaine.edu)

June 25, 2014

U.S. Department of Education  
Application Control Center  
Attention: CFDA 84.015A and 84.015B  
LBJ Basement Level 1  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

To Whom It May Concern:

Enclosed you will find the original and three copies of a proposal entitled "Northeast National Resource Centers on Canada," which are submitted on behalf of the University of Maine for your funding consideration.

Please inform this office of any action taken regarding this proposal. Questions, comments, and negotiations should also be directed here if they concern business aspects. If they concern technical aspects they should be directed to the Principal Investigator, Stephen J. Hornsby, at 207-581-4226.

Sincerely,

*Megan J. Tardif*

Megan J. Tardif, CRA  
Grant & Contract Administrator

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## ABSTRACT

### NORTHEAST NATIONAL RESOURCE CENTER ON CANADA

Consortium of University of Maine and SUNY-Plattsburgh

**Description and Mission of Consortium:** The Northeast Consortium, an NRC on Canada since 1979, is a national leader in Canadian Studies offering comprehensive interdisciplinary teaching, research, and outreach program initiatives.

**Degree Programs, Language, and Disciplines:** The Consortium offers 112 courses on Canada, 55 of which are 100% Canadian content, covering the Arts & Humanities, Social & Behavioral Sciences, Natural Sciences, and Professional Schools. The Consortium is committed to intensive French-language training, and Maine currently holds FLAS Fellowships. SUNY-P offers an Individualized Studies Program major and minors in Canadian Studies and Québec Studies; Maine offers a minor and a concentration in the International Affairs major. Maine also offers Canadian Studies graduate programs in History, French, and Environmental Sciences.

**Faculty:** The Consortium has 63 expert faculty dedicated completely or in part to Canadian Studies, featuring internationally known scholars, who regularly publish in leading academic journals and with major university presses.

**Libraries:** Maine's Canadian collection meets national research standards and serves graduate and undergraduate programs; Plattsburgh's collection primarily serves undergraduates. Unique Canadian collections have been acquired at both universities, and are shared nationally and internationally through online catalogues, the web, and interlibrary loan.

**Outreach:** The Consortium is at the forefront in planning and delivering innovative content-rich outreach programs in Canadian Studies to local, regional, and national audiences, especially to K-12 schools, two and four-year colleges and universities, business, media, and the general public. French language training is an integral part of this outreach effort.

**Planned Accomplishments 2014-2018:**

We request \$200,000 each year for our NRC, and \$162,000 for FLAS. For the NRC, we request direct support for salaries and course development; professional development travel; Consortium operations, including library, office supplies, and K-12 materials; and an exceptional range of dynamic program activities, including summer teacher training institutes, language immersion, multiple colloquia and conferences in partnership with Canadian and American institutions/associations of higher learning, the first national Introduction to Canada online course designed expressly for American community college educators and students, distinguished visiting speakers, and program evaluation. These funds will strengthen the Consortium's ability to organize annual summer faculty and teacher institutes focused on language and area studies in Canada. For FLAS, ME requests \$162,000 for four academic year and four summer FLAS fellowships. A four-year Consortium evaluation plan, emphasizing qualitative and quantitative assessment criteria, is in place to measure the effectiveness of our programs, and to ensure the Consortium's leading role in Canadian Studies in the United States.

## ACRONYMS GUIDE

<b>AACC</b>	American Association of Community Colleges	<b>CLAC</b>	Cultures and Languages Across the Curriculum	<b>IRB</b>	Institutional Review Board for the Protection of Human Subjects
<b>AACU</b>	Association of American Colleges and Universities	<b>CONNECT</b>	Comprehensive nationally focused program dedicated to mentoring of new Canadianists for the U.S. higher education community	<b>JSTOR</b>	Digital library of academic journals, books, and primary sources
<b>AATF</b>	American Association of Teachers of French	<b>CS</b>	Canadian Studies	<b>K-12</b>	Kindergarten through grade 12 (elementary and secondary)
<b>ACQS</b>	American Council for Québec Studies	<b>DFAIT</b>	Department of Foreign Affairs and International Trade Canada	<b>M.A.</b>	Masters of Arts
<b>ACSUS</b>	Association for Canadian Studies in the United States	<b>DVD</b>	Digital Versatile Disc	<b>M.A.T.</b>	Master of Arts in Teaching
<b>ACTFL</b>	American Council on the Teaching of Foreign Languages	<b>ED</b>	U.S. Department of Education	<b>M.B.A.</b>	Masters of Business Administration
<b>AIÉQ</b>	Association internationale des études québécoises	<b>FLAS</b>	Foreign Languages and Area Studies (US/ED)	<b>MITC</b>	Maine International Trade Center
<b>ARCS</b>	American Review of Canadian Studies	<b>FLL</b>	Foreign Languages and Literature	<b>M.S.</b>	Master of Science
<b>AY</b>	Academic Year	<b>FR</b>	French	<b>M.Sc</b>	Master of Science
<b>B.A.</b>	Bachelor of Arts	<b>G7</b>	Group of Seven industrialized countries	<b>MANECCS</b>	Middle Atlantic-New England Council of Canadian Studies
<b>BPL</b>	Boston Public Library	<b>HBCU</b>	Historically Black Colleges and Universities	<b>ME</b>	University of Maine
<b>CBC</b>	Canadian Broadcasting Corporation	<b>IA</b>	International Affairs	<b>MLA</b>	Modern Language Association
<b>CCI</b>	Climate Change Institute	<b>ICCS</b>	International Council for Canadian Studies	<b>MLC</b>	Modern Languages and Classics (UMaine)
		<b>ISA</b>	International Studies Association	<b>MLC</b>	Modern Languages and Cultures (SUNY-P)
				<b>MSCSS</b>	Middle States Council for the Social Studies

<b>MSI</b>	Minority Serving Institution	<b>Ph.D.</b>	Doctor of Philosophy
		<b>PI</b>	Principal Investigator
<b>NAFTA</b>	North American Free Trade Agreement	<b>PLATTCAT</b>	Plattsburgh Library Catalog
<b>NATO</b>	North Atlantic Treaty Organization	<b>PNWNRC</b>	Pacific Northwest Canadian Studies consortium
<b>NB</b>	New Brunswick	<b>SSHRC</b>	Social Sciences and Humanities Research Council of Canada
<b>NCSS</b>	National Council for the Social Studies	<b>SUNY-P</b>	State University of New York at Plattsburgh
<b>NEH</b>	National Endowment for the Humanities	<b>UM</b>	University of Maine
<b>NEPSA</b>	New England Political Science Association	<b>UNB</b>	University of New Brunswick
<b>NERC</b>	Northeast Regional Council for the Social Studies	<b>UP</b>	University Press
<b>NHL</b>	National Hockey League	<b>URSUS</b>	University Resources Serving users State-Wide
<b>NRC</b>	National Resource Center (US DOE)	<b>USM</b>	University of Southern Maine
<b>NS</b>	Nova Scotia	<b>VASS</b>	Vermont Alliance for the Social Studies
<b>NY</b>	New York	<b>WPT</b>	Writing Proficiency Test
<b>NYSAFLT</b>	New York State Association of Foreign Language Teachers	<b>WSSA</b>	Western Social Science Association
<b>NYSCSS</b>	New York State Council for the Social Studies		
<b>OPI</b>	Oral Proficiency Interview		

## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

**1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs;**

The Consortium, throughout the project period, will offer a range of significant activities funded by the proposed grant that will be structured to reflect diverse perspectives, multiple viewpoints, and generate meaningful debate on Canada and international affairs.

These activities include the creation of new disciplinary and interdisciplinary Canadian Studies courses, teacher institutes, colloquia, conferences and curriculum development workshops for K-12, community college and college/university audiences.

Conferences will examine a diverse variety of topics including cross border economics and finance, foreign policy, the role of Canada in the American community college curriculum, and Canada and the Islamic world.

The Consortium's planned activities will engage numerous faculty who have diverse perspectives on Canada and international affairs. The Consortium is actively committed to academic freedom; to our knowledge, there has never been an instance of censorship of academic views at our institutions. We welcome diverse perspectives from all political, social and cultural points of view on our proposed CS program activities.

**2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

Consortium program activities address national needs. We provide comprehensive training in French, listed as a national need or priority language by the Dept. of Defense, the Dept. of Justice, and the Dept. of Health and Human Services.

The Consortium strongly and consistently encourages graduates to go into government service, education, business and nonprofit sectors. Multiple levels of direct student advisement are in place at both ME and SUNY-P. Both institutions have and utilize strong connections with government, higher education, business, and the nonprofit sector to promote and secure employment for graduating students. Several individuals are placed each year in the public and private sectors.

Consortium directors, working with institutional faculty and staff, will prioritize efforts to secure employment for graduating undergraduate and graduate students in areas of national need during the 2014-2018 project period.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: **University of Maine System acting through the University of Maine; Canadian-American Center**

Name/Title of Authorized Representative (Printed):

**Michael M. Hastings**

Title: **Director, ORSP** Telephone: **207-581-1484**

E-mail: **umgrants@maine.edu**

Signature:



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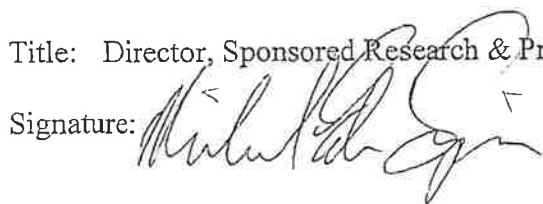
Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: SUNY Plattsburgh, Canadian Studies

Name/Title of Authorized Representative (Printed): Michael E. Simpson

Title: Director, Sponsored Research & Programs Telephone: 518-564-2155

Signature:



E-mail: [simpsome@plattsburgh.edu](mailto:simpsome@plattsburgh.edu)



<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
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Africa

☐

Canada

☒

East Asia

☐

International

☐

Latin America & Caribbean

☐

Middle East

☐

Pacific Islands

☐

Russia / Eastern Europe / Eurasia

☐

South Asia

☐

Southeast Asia

☐

Western Europe / Europe

☐

Other (specify) \_\_\_\_\_

☐

<b>APPLICATION TYPE</b>
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Comprehensive NRC and FLAS

☒

Undergraduate NRC and FLAS

☐

Comprehensive NRC only

☐

Undergraduate NRC only

☐

FLAS only

☐

<b>FLAS-ELIGIBLE LANGUAGES</b> <b>Performance-Based Instruction</b> <b>FY 2014 – 2017</b>	
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- A FLAS-Eligible language marked “Y” means that the language is currently available and students can apply for fellowships. Languages marked “Y” should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor’s CV.

[illegible]

## **1. Introduction and Commitment to Subject Area**

Canada is a vital, though frequently overlooked, ally of the United States. Canada is our single largest trading partner, supporting more than 8 million U.S. jobs. In 2014, Canada, the U.S., and Mexico marked the 20<sup>th</sup> anniversary of the North American Free Trade Agreement (NAFTA), the immensely successful trade pact among the three countries. A vital part of this trade, brought into sharp relief by the recent and as yet unresolved Keystone XL pipeline project, is Canadian oil and gas. Canada is indeed the single largest supplier of hydrocarbons to the U.S. Canada is also essential to U.S. security interests - the U.S. and Canada have the longest undefended border; share Arctic security concerns, particularly with growing Russian and Chinese interest in the region; and regularly partner in NATO operations, most recently in Afghanistan. Furthermore, Canada has taken leading international positions on issues such as health care, gun control, the global elimination of landmines, the establishment of the International Criminal Court, and the importance of multi-lateral organizations and institutions, most notably the United Nations, NATO, and the G7.

The Northeast Consortium, comprised of the University of Maine (ME) and the State University of New York Plattsburgh (SUNY-P), has been a national leader in research, teaching, and program outreach on Canada for more than six decades. The SUNY-P program was founded in 1966, and the ME program two years later, although Canadian Studies (CS) activities have taken place on the Orono campus since the early 20<sup>th</sup> century. The first Canadian history course was taught at ME in 1926. Located in border-states, ME and SUNY-P have direct access to eastern and central Canada, and have close institutional ties and active collaborative programming with several leading Canadian universities and federal and provincial government agencies. The national significance of the Consortium has been recognized in successive NRC

external evaluations. Most recently, in his October 2013 review, Dr. Kenneth Holland, Director of the Center for International Development at Ball State University and President of the Association for Canadian Studies in the United States (ACSUS), emphatically concluded: *“The centers at Maine and Plattsburgh are truly unmatched in quality and scope anywhere in the United States and are fulfilling their Title VI mission in an impressive and cost-effective manner. The future of area studies in the United States rests in part on effective public-private partnerships and the Northeast NRC has shown a remarkable ability to engage the private sector in the New England, Northeast, Eastern Canada Corridor. Speaking as Director of an international education center at a state university and President of the Association for Canadian Studies in the United States, I conclude that these centers are remarkably well managed and provide American higher education with an invaluable and strategically critical service.”*

**Institutional support.** Despite the recent financial crisis, which has particularly affected state universities, both ME and SUNY-P provide substantial base-budget support for their CS programs. At ME, the university has recognized CS as part of a signature program focused on northeastern North America. The university contributed \$329,776 for the Center’s base budget in 2013-14, and an additional \$1,103,578 for CS and French faculty and related professional staff salaries throughout campus (see Section 6, p.29). The university’s on-going commitment to CS is reflected in two tenure-track replacement positions and one new tenure-track position approved at a time when faculty numbers are being reduced across campus. These appointments are Dr. Christina Adcock (CS and History), Dr. Frédéric Rondeau (MLC-French section), and Dr. Micah Pawling (Native Studies and History). The Center’s base-budget pays portions of the faculty salaries of Director Stephen Hornsby, Dr. Howard Cody (CS and Political Science),

Adcock, and Rondeau. It also pays for Craig Harris, full-time Accounting Support Specialist; Betsy Arntzen, full-time outreach coordinator; Betsy Beattie, half-time CS librarian; and provides matching funds for one work-study student. The university provides a handsome house for the Center, which is highly visible beside Alumni House at the entrance to campus. The Center's endowment (capital \$143,265) contributes subvention support for faculty publications. The Killam Canadian Fund (capital \$28,259) provides support for the Canada Year study abroad students.

The CS Program at SUNY-P is the signature international and area studies program at Plattsburgh. SUNY-P provides \$2,648,265 (2013-14) in direct support of the Center and the CS academic program. Of that amount, \$323,455 is dedicated as a base budget for the general operations and professional staff of the Center (including the Director, Assistant Director, and Executive Administrative Coordinator), with the remaining \$2,324,810 allocated to support CS faculty and librarian salaries. Institutional support at SUNY-P is manifest in other significant ways. The university contributes a 19<sup>th</sup> century building which houses, staff, faculty, research associates, interns, and two work-study students. The university further supports the Institute on Québec Studies (the only such Québec-focused program at an American college/university), and the SUNY-P Fulbright Distinguished Chair in Québec Studies. The SUNY-P College Foundation CS endowment (capital \$535,990) annually generates CS program and scholarship support in excess of \$22,000 to the Center.

**Library resources:** ME contributes the salary of Betsy Beattie, half-time CS librarian, and \$65,432 to the CS library acquisitions and subscription budget (see Section 5, p.24). Interest from the Alice R. Stewart CS Library Fund (capital \$271,913) provides further funding for CS library acquisitions. SUNY-P underwrites the salaries of Deborah Kimok, Special Collections

and CS librarian, and Tim Hartnett, CS reference librarian, and provides significant direct support for the acquisition of CS print and online books, journals, periodicals, newspapers, and electronic databases.

**Linkages with international institutions:** ME supports an annual history graduate conference with the University of New Brunswick, and more informal links with McGill University (Montréal), Université de Montréal, Université Laval (Québec City) and Dalhousie and St. Mary's universities (Halifax). Excellent links are maintained with French-language immersion programs at McGill, Laval, Université du Québec à Chicoutimi, and Université Saint-Anne in Nova Scotia. SUNY-P has a robust series of partnerships and formal institutional arrangements with several universities/associations in Canada. Current arrangements include production of book manuscripts and special issues of scholarly journals with McGill University, Université du Québec, École Nationale d'Administration Publique, Bishop's University, Carleton University, Queen's University, and Fulbright Canada.

**Center Outreach Activities:** Each Center's professional staff includes a dedicated CS Outreach Coordinator supported by each university's institutional budget. Betsy Arntzen, M.A. (ME) and Amy Sotherden, M.A. (SUNY-P) coordinate local, regional and national CS outreach, which often includes CS faculty and graduate students. Please also consult **Section 7. Outreach Activities, p.36.**

**Support for students:** At the graduate level, ME offers a range of graduate awards, totaling \$70,500. These include three Canadian-American Center fellowships and two New England-Atlantic Provinces-Québec fellowships (each \$14,100, plus tuition waiver), which are part of the university's commitment through the Graduate School budget. The Center also provides graduate support through legacies. Interest from the Alice R. Stewart Graduate Fellowship (capital

\$209,578) and the Dawn Bowen Scholarship (capital \$50,872), provide graduate awards. In addition, there are university graduate awards and teaching assistantships available in the major graduate departments, including History and Modern Languages and Classics (MLC), which are offered regularly to CS graduate students. SUNY-P offers the most comprehensive – measured by total number and dollar amount – CS undergraduate scholarship program in the U.S. and dedicates direct financial support in the form of targeted financial aid to students who pursue a CS undergraduate major or minor and/or Québec Studies minor. The Center sponsors 16 annual semester/academic year scholarship opportunities through an endowed and non-endowed total of \$301,188 from the institution, and financial aid totaling \$95,616 (2013-14) is made available to select CS students undertaking a major or minor.

## **2. Quality of Curriculum Design**

**A. Undergraduate and graduate curriculum:** The Consortium offers multi-disciplinary, integrated baccalaureate degree programs in CS. At SUNY-P, students can choose from 39 undergraduate CS courses, enrolling in a major or minor program in CS. The Individualized Studies Program CS major requires a minimum of 37 credit hours, consisting of two Foundation Courses (6 credits), a minimum of five CS disciplinary content courses, including several French language offerings (15 credits); a CS advanced writing requirement course; a CS capstone seminar; and cognates/applied internship (minimum 16 credits). For the minor (18 credits), students must complete two Foundation Courses (including *Introduction to Canada*, and *History of Canada*) and four select courses (12 credits) from a range of thirty CS electives. All students enrolled in the CS individualized study major or minor are strongly encouraged to undertake a complimentary minor in Québec Studies, the only such undergraduate program offered in the U.S. Twelve of SUNY-P's courses contribute toward the College's General Education

Requirements. In AY 2013-14, a total of 2,027 students (39% of the undergraduate student population) enrolled in CS content courses. The comprehensiveness and quality of training provided by the CS academic program led Dr. Munroe Eagles (SUNY-Buffalo) and Dr. Paul Martin (University of Vermont) to observe in their recent evaluation that “*we are able to say with confidence that Canadian Studies at Plattsburgh is flourishing. While other programs around the country are facing difficult times, the enthusiastic support for Canadian Studies from the university administration, from participating departments and faculty, and from the Center for the Study of Canada, is truly exceptional.*”

At ME, students can take a minor in CS, with requisites similar to those at SUNY-P. Students have to take the interdisciplinary CAN 101: *Introduction to Canadian Studies*, plus two 100% Canadian and three 50% or more Canadian courses for a total of 18 credit hours. Two courses can be French Language courses at the intermediate or higher level (see **Section 4, p.15** for majors/minors in North American French). The CS minor is integrated into the International Affairs (IA) Major, and this has led to increased enrollments in CAN 101 and more interest in the CS minor. Director Hornsby serves on the IA committee. ME continues to support a minor in CS as the faculty feel strongly that students should major in a discipline and take a minor in CS. Such an approach prepares students either to secure employment related to their discipline or to enter graduate school and specialize in a Canadian topic.

**Programs for graduate students:** ME offers the Consortium’s CS graduate programs. Graduate students can take an M.A. or Ph.D. in Canadian or Canadian-American history; an M.A. or an M.A.T. in North American French Studies; an M.Sc. in Climate Change (an interdisciplinary degree dealing with the environmental history of northeastern North America in the Quaternary Period). A new doctoral program in Anthropology and Environmental Policy also promises



cross-border research. Of these various programs, the most developed are in History and MLC. Established in the mid-1960s by Center co-founder Prof. Alice R. Stewart, the graduate program in Canadian History is the only one in the U.S., and has trained many Canadianists, including Dawn Bowen (Mary Washington College), Graham Carr (Concordia), Beatrice Craig (University of Ottawa), Matthew Hatvany (Laval), Brian Payne (Bridgewater State University), Micah Pawling (ME), Shannon Risk (Niagara University), Scott See (ME), and Joshua Smith (U.S. Merchant Marine Academy). SUNY-P faculty members Mark Richard and Sami Jeskanen received an M.A. in History from ME. The placement of ME graduates at Laval (Québec City), Concordia (Montréal), and Ottawa has helped strengthen cross-border ties to Québec and Ontario. Indeed, Hatvany (Laval) plays an important role in Center programming in Québec City. The high quality of the History program is demonstrated by the numerous U.S.-Canada Fulbright Awards and Canadian Embassy Graduate Student Fellowships received by ME students. Since 1998, history students have been awarded nine Fulbrights; most recently, Robert Gee studied at Dalhousie University in 2011-12. We also have an outstanding record of doctoral students publishing their dissertations; most recently, Dr. Brian J. Payne, *Fishing a Borderless Sea* (Michigan State UP, 2010), and Dr. Robert McLaughlin, *Irish Canadian Conflict and the Struggle for Irish Independence, 1912-1925* (Toronto UP, 2013). For the graduate program in Modern Languages, see **Section 4, p.15**. Apart from History and MLC, a steady number of students in the Climate Change Institute (CCI) and Natural Sciences pursue cross-border research. The internationally-recognized CCI focuses on the geology, climate, botany, and archaeology of northeastern North America over the past 15,000 years. CS graduate students in CCI focus on cross-border research. The Center has also supported graduate students in Marine Sciences and in the School of Economics.

**Training options for graduate students:** Candidates for advanced degrees in History at ME must demonstrate proficiency in French at the intermediate or advanced level. In addition to MLC courses available on campus, students are encouraged to participate in French-language immersion programs in Canada or pass a language exam administered by Prof. Ferland, a Québec native fluent in French. Several graduate students in History hold FLAS fellowships and have completed French immersion programs at McGill, Laval, Chicoutimi, and Saint-Anne.

**B. Academic and career advising:** Academic mentoring and career advising are a hallmark of SUNY-P's CS program. Director and CS Academic Coordinator Kirkey, who provides academic advising to all CS majors and minors, also oversees the campus-wide promotion of personalized CS scholarship awards, supervision of internship placements in the U.S. and Canada, and circulation of CS career opportunities for students. The Director regularly invites career professionals from the public and private sector and visiting faculty from across Canada and the U.S. to meet with students. These annual "career profiles and briefings," by individuals such as Andrew Parker, U.S. Consul General (Montréal), Dominique Poirer, Québec Delegate General (New York), and Dr. Jarrett Rudy, McGill University, provide a dedicated networking opportunity for students. These efforts are directly complemented by the efforts of Suzanne Daley, Director of Academic Advising, and Michelle St. Onge, Director of the Center for Career Development, who work with CS students on advisement and career placements. Further, SUNY-P's Global Education Office advises undergraduates interested in studying in Canada.

At ME, Director Hornsby advises students about the minor in CS. Director of International Affairs (IA) Howard Cody (CS and Political Science) advises students on CS and the IA major. Dr. Frédéric Rondeau (MLC) advises about French language immersion. Outreach Coordinator Arntzen advises about Canada Year study abroad programs. Individual CS faculty

also play important roles, mentoring students about the Canada Year program, internships, and graduate school. In graduate programs, faculty supervisors advise their students and assist in placing them in permanent positions.

**Study abroad:** For nearly fifty years, SUNY-P has had formal arrangements in place to facilitate undergraduate mobility initiatives, effectively allowing students to undertake research or study abroad at several Canadian universities. Existing agreements are in place from coast to coast, with thirty-five institutions including McGill, Dalhousie, Prince Edward Island, Laval, Queen's, and York universities. Between 2010 and 2014, a total of 111 SUNY-P students undertook study abroad programs in Canada. Study abroad opportunities in Canada for SUNY-P students are further advanced by SUNY-P's role as an institutional partner in the Killam Fellowship Program, whereby two junior-level students are selected each year to spend an academic semester or year studying in Canada. Since 2004, 17 SUNY-P students have been Killam Fellows at Acadia, Dalhousie, McMaster, Memorial, Queen's, York, Alberta, Ottawa, and Toronto universities.

SUNY-P students are actively encouraged to participate in intensive French-language immersion programs for three or five weeks (summer), semester, or year at French-language universities in Québec, including Université du Québec à Chicoutimi, Université du Québec à Montréal, and Université Laval. These programs annually attract an average of 10 participants, and each receive scholarship support. SUNY-P has also established a series of formal internship arrangements with government and academic offices. Internships are available with the Government of Canada (Foreign Affairs Canada, Parliament), the Canadian Embassy (D.C.), the Government of Québec, the U.S. Embassy (Ottawa) and U.S. Consulate (Montréal).

ME students, through the New England Board of Higher Education Program have preferential access to 12 English-language and 14 French-language universities in Nova Scotia

and Québec, paying ME tuition. In 2007, ME joined the international Killam Fellowship Program, which offers awards of \$5,000 per semester for study in Canada. The largest support available for Study Abroad at ME, eight students have so far won awards and have studied at Bishop's, Laval, Ottawa, and the University of Prince Edward Island. We have also arranged that ME's own Killam Canadian Fund (capital \$28,259) be used to support undergraduate study in Canada. The Slott Family French Language Immersion Fund also provides support for students studying French in Canada. Since these new funding options appeared, student interest in Study Abroad in Canada has quadrupled, including students from International Affairs, Biology, and Engineering. Fifteen undergraduate students have studied in Canada since 2010. Since 2010, and with FLAS funding, 17 graduate students have studied French and conducted research in French at Canadian universities.

### **3. Quality of the Applicant's Non-Language Instructional Program**

**A. Quality and scope of CS courses:** The number, range, and depth of CS courses offered by ME and SUNY-P firmly places the Consortium at the forefront of undergraduate and graduate CS curriculum instruction in the U.S. In total, the Consortium offers more than 100 non-language based courses in 22 disciplines dealing completely or in large part with Canada. By itself, ME offers 67 courses on Canada, and SUNY-P offers 39 courses (**see Appendix 3: Course List**). While international educational consultant Dr. Ann Imlah Schneider has noted a decline in 100% content area studies courses offered at American universities, ME and SUNY-P continue to buck the trend. Of the Consortium's non-language courses, more than 40 are 100% Canadian content. These courses are offered on a regularly scheduled basis every year or every other year. The range of courses is extremely broad, covering the Arts & Humanities, Social Sciences, Natural Sciences, and Professional Schools. As the course lists demonstrate (**Appendix**

3), the Consortium offers specialized courses in the Humanities and Social Sciences, particularly in Canadian Studies, Economics, History, Native American Studies, Political Science, and Canadian Literature (English and French). In addition, there are courses in Anthropology, Archaeology, Art History, Folklore, Geography, and Music. These courses are supplemented by Special Topics, Directed Studies, Readings, and Capstone courses.

**Courses in professional schools:** The Consortium provides an extensive range of Canadian content courses in Business (13 at SUNY-P), Law (3 at ME), and Communication and Journalism (2 at ME). SUNY-P's School of Business and Economics, in particular, offers an extensive range of CS undergraduate courses dedicated to business and economics. These curriculum offerings included ECO 391 *International Trade & Finance*; MGM 280 *Principles of Management*; MKE 326 *International Marketing*; and MKE 410 *Franchising in the U.S., Canada, and Mexico*. ME offers BUA 328 *Canadian-U.S. Business*, which is 100% focused on the trade relationship between the two countries. The ME Law School offers three courses that include 25% Canadian content.

**B. Specialized courses:** As an example of the depth of CS courses offered by the Consortium, both ME and SUNY-P provide a remarkable range of curriculum offerings in Canadian History. For ME, at the undergraduate level, History provides HTY 398 *Furs, Frontiers, and Fame*; HTY 459 *Colonial Canada*; HTY 460 *Modern Canada*; and, HTY 483 *Violence in North American History*. In addition GEO 349/HTY 349 *Early Modern North America in Atlantic Perspective* covers early Canada. At the graduate level, History offers HTY 520 *Canadian Historiography*, HTY 521 *Canada and the U.S., 1783 to the Present*, HTY 550 *Readings in Bibliography and Criticism: Canada*, and HTY 609 *Historiography of the Northeastern Borderlands Region*. For SUNY-P, nine core undergraduate History courses are available, including HIS 171 *History of*

*Canada to the 1860s*, HIS 172 *History of Canada from the 1860s*, HIS 173 *History of the French in North America*, HIS 347 *Iroquois Worlds*, HIS 370 *History of Canadian Women*, HIS 372 *North American and the World*, HIS 373 *Twentieth Century Canada*, HIS 398 *Strangers in the Land: Canada/U.S. Migration*, and HIS 431 *First Nations of Canada*.

**C. Interdisciplinary courses:** Both Centers offer an undergraduate interdisciplinary gateway course (available both as a regular class and online) on Canada each academic semester. At SUNY-P, several sections of this course, CAS 111 *Introduction to Canada*, are coordinated by Director Kirkey. In 2013-14, 463 students were enrolled in 14 sections of the course, making it the nation's largest CS class. This interdisciplinary course covers Canadian Economics, Business, Environmental issues, Geography, History, Language and Culture, Social issues, and Politics. In addition, Professors Wolff (Anthropology), Gervich (Earth & Environmental Science), Richard and Rice (History), and Smith (Film, Sports) all regularly offer interdisciplinary CS undergraduate courses. At ME, a similar interdisciplinary course CAN 101 *Introduction to Canadian Studies* is coordinated by Prof. Adcock, and is offered in the fall semester. The course includes lectures by all CS faculty at the university. Such is the strength of the CS faculty that ME seeks specialists outside the university for only one or two guest lectures. In fall 2013, the course enrolled 92 students. The course includes a three-day field trip to Ottawa, where the students participate in dedicated briefings on Canadian-American relations at the U.S. Embassy, visit the Parliament Buildings, and tour the Canadian Museum of History and the National Gallery of Canada. Visits to NHL games in Ottawa are also arranged. ME has also developed CAN 101 as an on-line course taught by former Associate Director and now Emeritus Professor Raymond Pelletier. In Spring 2014, the course enrolled 41 students.

The Consortium's interdisciplinary gateway course offerings are designed to channel students into more specialized upper-level courses (at ME the upper-level courses are listed on the CAN 101 syllabus and posted on the Center's website). ME also has an interdisciplinary course at the higher level, CAN 401 *Seminar in Canadian Studies*. SUNY-P's advanced undergraduate interdisciplinary capstone course, which features a revolving focus on contemporary public policy issues, is CAS 412 *Special Topics in Canadian Studies*. Director Kirkey is also currently developing a new upper-level interdisciplinary course titled *Canada and the World*. Individual faculty at both institutions are also committed to an interdisciplinary approach. At ME, Director Hornsby provides reading courses in Canadian Historical Geography to History graduate students, gives guest lectures in History graduate seminars, and sits on numerous History M.A. and Ph.D. committees. Three History graduate students, who have taken these reading courses, have gone on to complete doctorates in Canada, and one former student (Hatvany) now bilingual, teaches in the Département de géographie, Université Laval.

**D. Non-language faculty strength:** The extent of the course list reflects the many faculty contributing to CS. The Consortium has at least 36 faculty who devote 50% or more and 28 faculty who devote 25-49% of their time to teaching, research, and service in CS (**Appendix 2**). Several of these faculty have cross-appointments with their respective CS programs, while others have been appointed as Canadianists in their departments. At ME, Profs. Hornsby (Geography), Cody (Political Science), and Adcock (History) have joint appointments with the Canadian-American Center. In various departments, there are recognized CS positions, including Robinson (Anthropology), Norris (English), Ferland and See (History), and Rondeau and Slott (MLC). Former Associate Director Raymond Pelletier also remains extremely active at the Center and in the delivery of the online CAN 101 course. At SUNY-P, there are similar Center/departmental

positions, including Profs. Richard and Beaudreau (History), Ostry (English), Church, Héroux, and Csipak (Marketing and Entrepreneurship), Cusson and Ouedraogo (Modern Languages & Cultures), Gandhi and Read (Economics), Kirkey (Political Science), and Gervich (Earth & Environmental Science).

Both Centers actively work to identify, encourage, recruit, and mentor non-Canadianist faculty to become involved in CS, thereby bolstering CS faculty strength. At ME, Profs. Criner (Economics), Depoy (Social Work), Grosswiler (Communication and Journalism), Lukens (English), Lilieholm (Forestry), Riordan (History), and Sorg (Anthropology, Margaret Chase Smith Center, and CCI) are significant or developing scholars of Canada. For example, Grosswiler has just published *Old New Media* (Peter Lang, 2013), a study of Canadian media theorist Marshall McLuhan; and Riordan co-edited with Prof. Jerry Bannister (History, Dalhousie), *The Loyal Atlantic: Rethinking the British Atlantic in the Revolutionary Era* (Toronto UP, 2012), based on the Center's immensely successful, ED-funded international conference on "Loyalism and the Revolutionary Atlantic World" held at ME in June 2009. ME also has adjunct faculty who teach in CAN 101, including Linehan (Art) and Tijerina (Political Science). Similarly at SUNY-P, new faculty have been recruited into the CS fold, including Ciobanu (Criminal Justice), Daniels (Education), Gervich (Earth & Environmental Science), Ostry (English), Mefferd-Carroll (Theatre), Qirjo (Economics/Finance), and Wolff (Anthropology). SUNY-P also has core adjunct faculty, including Smith (Ph.D. candidate Concordia) and Jeskanen (M.A. Maine), who teach various regular and web-based sections of Introduction to Canada, Canadian/Québec cinema courses, and Sports in Canada.

**Pedagogical training for instructional assistants:** Instructional assistants are utilized at ME to assist in CAN 101. These students are from the History CS graduate program and all are required



to take a course in pedagogy (HTY 599 *Teaching History*). Assistants in MLC teach at the introductory and intermediate levels, and are required to take MLC 466 *Methods of Modern Language Teaching*, and 598 *Immersion Language Teaching*. At SUNY-P instructional assistants, drawn from the college's Master's program in education and/or liberal arts, are trained and utilized (as needed) for the Intro to Canada class, while advanced students+ of the CS/French program are hired as tutors for elementary and intermediate courses in French. CS assistants are required to take a course in Pedagogy (EDU 513 *Education Research Methods*) as are assistants in French (FRE 497 *Practicum*); an evaluative, quantifiable outcome-measured performance assessment of assistants is undertaken by CS Director Kirkey.

#### **4. Quality of the Applicant's Language Instructional Program**

**Introduction:** Maine and New York share a border with Québec, Canada's only officially francophone province. Maine also borders New Brunswick, Canada's only official bilingual province and home of the Acadians, another distinct francophone language and cultural group that is also dispersed throughout Nova Scotia and Prince Edward Island. Over the past twenty-five years, both ME and SUNY-P have emphasized North American Francophone culture in their French programs. For a better understanding of Canada and its national commitment to bilingualism, the Consortium maintains a staff of experts in the French languages and cultures of Québec and the Maritime Provinces and provides learning opportunities to all students to achieve intermediate, advanced, and superior levels of proficiency in the languages and cultures of these regions. This feature is especially critical and relevant in establishing cross-border cultural exchanges, business initiatives, and educational collaborations.

**A. Language instruction:** The Department of Modern Languages and Classics (MLC) at ME offers a major and a minor in French and a major in International Affairs with a concentration in

French. It also offers a B.A. in Romance Languages (French/Spanish). Candidates for the major in International Affairs/Canada can choose from 10 core courses and 5 courses taught in French. MLC cooperates with the College of Engineering in offering a five-year double major and with the Maine Business School in an M.B.A. with a French language component. ME also offers an M.A. in North American French Studies and an M.A.T. in Teaching French.

SUNY-P offers a major and a minor in French as well as a five-year BA/MS in Teaching FR/Adolescent Education. French language students are strongly encouraged to consider a double major or to add a minor in Canadian Studies, Québec Studies, anthropology, business, political science, and communication studies. The department responsible for French, Modern Languages and Cultures (MLC), promotes the study of foreign languages by emphasizing a comprehensive interdisciplinary approach that focuses on literature as well as culture, thereby imparting to students a well-rounded perspective on the importance of language study and to emphasize cross-cultural competencies. This approach is squarely evident in the instruction of French Canadian content in the French language courses; the department, for example, recently developed and taught a new course titled FRE 346 *French Canadian Cultures*, which examines literature but also other artistic and aesthetic expressions. FRE 335 *Le Québec* occasionally changes its examination of authors and cultures; one semester the course solely examines Québec theatre, whereas in other semesters the course provides an overview of the history, culture, and literature of Québec, engaging issues in contemporary art, politics, history, or French language policy.

A strong Canadian focus is infused in the French curriculum at SUNY-P. Whereas FRE 335 *Le Québec* and FRE 346 *French Canadian Cultures* are 100% dedicated to Canada, other advanced level courses that explore aspects of French-speaking Canada through a comparative

lens include FRE 344 *La Francophonie*, FRE 448 *Études Francophones*, and FRE 470 *French and Interdisciplinary Francophone Studies*.

**Language enrollments:** During the summer and fall semesters of 2013 and the spring semester of 2014, a total of 574 students enrolled in 66 Consortium FR courses. The percentage of students by proficiency level is as follows:

Novice: 31.7%; Intermediate: 19.8%; Advanced: 44.7%; Superior: 3.8%.

Sections at each level	Novice	Intermediate	Advanced	Superior
University of Maine	3	3	17	9
SUNY Plattsburgh [Total]	8 [11]	7 [10]	10 [27]	0 [10]

Students enrolled by level per year	Novice	Intermediate	Advanced	Superior
University of Maine	71	44	150	17
SUNY Plattsburgh [Total]	106 [177]	58 [102]	85 [235]	0 [17]

Intensive courses at each level	Novice	Intermediate	Advanced	Superior
University of Maine	2	2	2	0
SUNY Plattsburgh [Total]	2 [4]	4 [6]	2 [4]	0 [0]

Intensive courses/summer programs	Novice	Intermediate	Advanced	Superior
University of Maine	1	1	1	0
SUNY Plattsburgh [Total]	2 [3]	2 [3]	1 [2]	0 [0]

Enrollments/sum. lang. programs	Novice	Intermediate	Advanced	Superior
University of Maine	0	8	17	5
SUNY Plattsburgh [Total]	2 [2]	2 [10]	1 [18]	0 [5]

**B. Levels of instruction:** ME students can begin the study of French and achieve advanced proficiency by enrolling in courses offered on campus and by taking advantage of exchange and study abroad programs, travel/study courses in French Canada, and cross-border conferences and symposia open to both faculty and students. French-Canadian content is evident at all levels of the French curriculum. Elementary, intermediate, and advanced courses routinely include units on Québec film, the francophone media, and North American French history, and culture including a course on food culture. Francophone web sites are a regular part of lessons and assignments in the first two years. The Elementary and Intermediate French programs recently

initiated intensive, six-credit options allowing students to complete the equivalent of four semesters in two years.

ME's undergraduate French courses have consistently significant enrollments, most notably at the advanced-level. These advanced offerings comprise a wide range of course selections in francophone language and culture. The prerequisite course at the advanced level is FRE 305 *Conversation and Composition*. Offerings at this level that contain significant Canadian content include FRE 307 *French for Business*, FRE 310 *Readings in Francophone Literature*, and FRE 309 *North American Francophone Culture*. French May Term in Québec City is open to students at the intermediate and advanced levels and is led by a faculty member with support from graduate students to accommodate different proficiency levels. ME's upper-level and graduate courses that provide in-depth study of francophone Canada include FRE 320 *North American French Phonetics*, FRE 442 *History of the French language in North America*, FRE 463 *Québec Poetry*, FRE 464 *Québec Theatre*, and FRE 465 *Québec Novel*.

ME undergraduate French majors are required to either spend a semester or a year at a French-speaking university or to participate in one of two intensive courses in France or Québec. In the past four years, three undergraduate majors received Killam grants for year-long study of French at Université Laval and Université d'Ottawa. MLC offers funding to undergraduate majors wishing to study in French-speaking countries. In addition, graduate recipients of Summer FLAS awards have pursued intensive French studies at Chicoutimi, Laval, McGill, UMontréal, Université du Québec à Montréal, and Université Sainte-Anne in Nova Scotia. AY FLAS students have conducted research at French-speaking universities such as Laval, Moncton, and Rimouski.

Of particular note has been the continued success of the M.A. in North American French

Studies and the M.A in Teaching French, both of which offer courses in collaboration with Bates, Bowdoin, and Colby colleges and the UM System. Since spring 2009, MLC has awarded 14 M.A.T. degrees and 5 M.A. degrees, with a concentration in North American French studies.

On an annual basis, up to 35% of SUNY-P French students pursue intensive language training through study abroad programs. SUNY-P has long-standing relationships with the École de langue française et de culture québécoise at the Université du Québec à Chicoutimi and the Québec Summer Studies Institute at McGill University. SUNY-P students may also enroll in other intensive French courses in Canada through study abroad opportunities available through the Killam Fellowship Program (at the University of Ottawa, for example) and the Québec exchange program of the Conference of Rectors and Principals of Québec Universities which include Université Laval, Université de Montréal, Université de Sherbrooke, in addition to the nine campuses of the Université du Québec network.

**Achieving language proficiency:** As outlined in the table **French Curricula at ME and SUNY-P listed by proficiency level (p.20)**, ME and SUNY-P students can start the study of French, resulting in advanced proficiency through courses offered on campus and by participation in a wide array of intensive language programs, including exchange and study abroad programs, travel/study courses in French Canada, and Consortium cross-border conferences and symposia. The Consortium's French language curricula offer 66 courses on a regular basis; 40 at ME and 26 at SUNY-P.

**Languages across the curriculum:** Increased collaboration at ME between the French section and bilingual faculty members of the Department of History, the School of Economics, the Maine School of Business, and Franco American Studies has contributed to greater interaction of faculty and students from these units in addition to agreements that blend reading assignments in

a content area in French. FRE 350 *Multidisciplinary Readings in French* allows a bilingual faculty member from another discipline to teach a one-credit FRE tag-on course to a course

<b>French curricula at ME and SUNY-P listed by proficiency level</b>		
	<b>ME</b>	<b>SUNY-P</b>
Novice Mid	FRE 101 Elementary French	FRE 111 Elementary French. I
Novice High	FRE 102 Elementary French FRE 117 Intensive Elementary French (6cr)	FRE 112 Elementary French II
Intermediate Low		FRE 150 Intermediate French Review FRE 199 Independent Study (1-15 cr)
Intermediate Mid	FRE 201 Intermediate French I	FRE 213 Intermediate French I
Intermediate High	FRE 202 Intermediate French II FRE 218 Intensive Intermed. French (6cr) FRE 350 Multidisciplinary Readings(1-3cr)	FRE 214 Intermediate French II FRE 299 Independent Study (1-15 cr)
Advanced Low	FRE 305 Conversation & Composition I FRE 307 French for Business FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France	FRE 316 Conversation avancée FRE 322 Lecture et Interprétation
Advanced Mid	FRE 306 Conversation & Composition II FRE 309 Intro. to French Literature I FRE 320 Phonetics FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France FRE 310 Intro. to Francophone Literature II	FRE 319 Comp. et Grammaire avancée FRE 333 La France FRE 334 La Francophonie FRE 335 Le Québec FRE 341 French Literature * FRE 346 French Canadian Cultures * FRE 348 French Civilization * FRE 399 Independent Study (1-15 cr)
Advanced High	FRE 315 Advanced French Conversation FRE 397 Frn Immersion:Québec May Term FRE 398 Frn Immersion: Western France FRE 400 Advanced French Grammar FRE 401 Translation & Stylistics FRE 413 Advanced Stylistics FRE 440 Franco-American Civilization FRE 442 North American French Language FRE 463(464) Québec Poetry (Theater) FRE 465(490) No. Amer. (Québec) Novel FRE 404-408 French Literature courses FRE 490 Issues in Contemp. Frn. Culture FRE 495 Indep. Research (NA Frn topic)	FRE 441 Études Françaises FRE 448 Études Francophones FRE 470 French and Francophone Interdisciplinary Study FRE 496/596 French Foreign Language Methodology* FRE 497 French Practicum FRE 498 Internship FRE 499 Independent Study (1-15)
Superior	FRE 500 (520) NA Frn. Lang. (Linguistics) FRE 508-510 Grad. French/Québec Lit.	FRE 599 Grad. Indep. Study in Fr. (1-15 cr)
		*These courses are taught in English but may be offered to students of French at the proficiency indicated.

being taught in their discipline. Another option sends an MLC adjunct to oversee the language

area. A section of FRE 350 is automatically attached to CAN 101 (Intro to Canadian Studies), and annually attracts between 3 to 5 students. MLC also offers intensive language training through 2-week travel/study courses to francophone regions (FRE 397 and FRE 398) and attaches field trips to French Canada in courses such as FRE 307, 390, 464. In a recent initiative, the chairperson of MLC is working with the dean to define a comprehensive plan for the concept of Cultures and Languages Across the Curriculum (CLAC).

At present, seven CS core ME faculty are bilingual in French and English. The director of the School of Economics is currently on sabbatical at French-speaking Université Laval. He was one of the participants in a one-week faculty immersion program at the Université Sainte-Anne in Nova Scotia led by a member of the French faculty in 2011. A similar experience, also offered to Consortium faculty, took place at the Université du Québec à Chicoutimi in 2009.

Several SUNY-P faculty members involved in Canadian Studies and outside MLC are bilingual or have advanced proficiency in French. They are capable of overseeing readings and guiding student projects in French in the following disciplines: Economics and Finance; English; History; Marketing and Entrepreneurship; Management, International Business and Information Systems; and Communication Studies. Specific Canadian content courses taught outside MLC in which students can receive instruction in French include: CAS 111, CAS 305, CAS 359, CAS/HIS 379, ENG 367, FIN 400, HIS 171, HIS 172, HIS 173, HIS 373, MKE 326, MKE 335, and MGM 315. A total of twelve faculty affiliated with Canadian Studies are fluent in French, of which only four are teaching in MLC.

**C. Adequacy and proficiency preparation of French faculty:** French faculty at ME consists of two tenured associate professors, one newly-hired assistant professor, one active emeritus professor, one adjunct instructor, and two teaching assistants. Based on an established rotation,

they teach courses listed in the **French Curricula at ME/SUNY-P chart, p.20**. All faculty members are scholars of North American French literature, culture, or linguistics and have published in all three areas. The bilingual new faculty member (Rondeau) is from Canada and is a specialist in Québec Studies. Two full-time faculty members are ACTFL trained, teach the department's Methods courses, have been leaders in the French section's proficiency movement, are cooperating faculty members in the College of Education, and provide in-service training to language teachers state-wide. MLC's new faculty hire is enrolled in ACTFL training sessions this summer. French faculty also offer Summer Institutes for teachers of French on campus and in Canada. They are focused on pedagogy and North American Francophone Studies. In all cases, ACTFL's proficiency guidelines are actively applied to both language teaching strategies and CS content.

All French MLC faculty at SUNY-P are current with regard to proficiency training, including the OPI and the WPT assessments. MLC faculty have the appropriate training for performance-based teaching and regularly assess proficiency skill levels of students enrolled in French language programs. These proficiency trainings contribute to a better understanding of current national professional standards and measurements. In academic year 2013-2014, six faculty members taught 249 SUNY-P students enrolled in 25 classes. The average size of French classes at SUNY-P is ten. The French section of MLC includes one tenured professor, one tenured associate professor, one full-time lecturer, and two to three adjuncts, all of whom are involved in research and teaching French Canadian topics. Their recent publications have appeared in *Québec Studies*, *Spirale*, *Globe*, *The French Review*, *Revue internationale d'études québécoises*, and *Voix et Images*. MLC French faculty's collaborations with Canadian institutions recently include: the Social Sciences and Humanities Research Council; Centre de



recherche interuniversitaire sur la littérature et la culture québécoise; and Montreal's Vue d'Afrique film festival. Professional memberships are held with: AATF, ACTFL, AIÉQ, ACSUS, ACQS, MANECCS, MLA, and NYSAFLT. All French faculty at SUNY-P have completed ACTFL proficiency training, including OPI and WPT assessment.

**D. Performance-based instruction, language teaching resources, and proficiency requirements:** ACTFL's guidelines have served as the basis for curriculum development and student advising for the past 15 years at ME. Oral proficiency guidelines are used to monitor competency levels throughout a student's career and play a significant role in every major's advancement. French faculty teach according to proficiency measures established for each course in the curriculum. The culmination of a major's career, FRE 495 *French Undergraduate Capstone*, includes a research component and a public lecture during which a faculty panel evaluates the candidate's presentational skills in French.

MLC classrooms are equipped with projectors and screens for electronic presentations in class and PowerPoint presentations are a daily feature of FRE 307 and 390, two courses that demonstrate the commitment to proficiency learning at the advanced level. Little Hall 205 has been designated a Distance Education Classroom and is equipped to deliver all manner of distance learning courses including teleconferencing and varieties of hybrid courses. Distance learning will continue at ME given the size and rural nature of the state. Finally, ME's commitment to Canadian Studies and French is most recently exemplified through the creation of a tenure-track position in North American French Studies.

Performance-based instruction is applied on a regular basis in the French language program at SUNY-P and meets/exceeds the necessary proficiency requirements for students seeking to advance to the next level. All incoming students must take a placement exam, and

students are administered optional proficiency tests. Given the advantage of small class sizes, MLC faculty are able to monitor student proficiency at the novice, intermediate, and advanced levels on a continuous basis and the student assessment conducted is in conformity with ACTFL proficiency guidelines.

General education requirements at SUNY-P mandate that students have either novice-high or intermediate-low proficiency in a foreign language, depending upon their previous level of language study. The SUNY-P Individualized Study Program CS major and minor requirements permit up to six credits in French and the Québec Studies minor requires three credits of French at the novice-high level or higher; plus an additional six credits in French may be applied to this minor as electives.

Resources are available to support the teaching and professional development for SUNY-P MLC faculty in CS and FR language teaching and practice. French language classrooms are all equipped with Smart Classroom technology including computer, projector, DVD player, and stereo speakers. Advanced French students are encouraged to utilize a variety of resources from French-speaking Canada including newspapers, media, film, as well as other aspects of cultural production to support their language advancement and personal interests.

## **5. Strength of Libraries**

**A. Subject area:** ME's Fogler Library contains one of the finest collections of Canadiana in the United States, with particular strengths in the Atlantic Provinces and Québec. For over forty years it has supported both undergraduate programs and Masters-level and Ph.D. research on Canada. The ED has consistently ranked Fogler Library's Canadian collection at national research standard and previously awarded the library several grants from its Title IIC Strengthening Research Library Resources program. At present, the collection includes: 34,500

monographs including 5,850 titles in French; 200+ Canadian journals (100+ active subscriptions); 43 Canadian newspapers (6 active paper subscriptions and 6 active microfilm subscriptions); and 3,800 maps. Among the library's non-print collections, highlights include a subscription to *Canadian Publishers Collection* of over 13,500 e-books, *Canadian Periodicals Index Online* (an index to nearly 1,200 Canadian periodicals in English and French, with full-text articles from 550 Canadian periodicals), and *Early Canadiana Online* (full-text of over 80,000 titles published from European contact to the 1940s). In addition, the library subscribes to over 200 other databases, most with international coverage that includes Canadian sources. Of special interest are Fogler Library's microfiche collection of *Early Canadiana*, consisting of over 80,000 titles of Canadian sources published in Canada, or about Canada, before 1900 and the microfiche collection of *Canadian Monographs 1900-1920* containing over 24,000 titles. These collections include some materials in the *Early Canadiana Online* database, but each format also includes unique sources. Fogler Library also has extensive Canadian microfilm holdings, including major newspapers in Québec and the Atlantic Provinces dating back 200 years, 616 microfilm reels containing all the nominal censuses through 1911 for Québec and the Maritime Provinces, and microfilm and microfiche collections of Canadian documents such as the Debates of the House of Commons and the Department of External Affairs Treaty Series. Since the mid-1960s the library has also been a selective depository for Canadian federal governmental materials and now has 211,011 federal and provincial documents (only Canadian libraries can obtain full-depository status). The Garbrecht Law Library at the University of Maine School of Law contains a comprehensive collection of Canadian law reports and statutes; the periodical collection features most Canadian legal periodicals.

SUNY-P has arguably the finest undergraduate collection of Canadiana in the United States. The Canadian collection at Feinberg Library includes 12,500 monographs, 1,312 current serial and newspaper subscriptions, 11,600 microforms, 31,500 federal, provincial and territorial government documents, and a rich assortment of archival materials focused on Québec, Ontario, and the Canadian North. SUNY-P is a selective depository for Government of Canada official publications with an outstanding collection of Statistics Canada economic and census data and reports, as well as Canadian Royal Commission documentation on language, federalism, trade, and health care issues. Feinberg Library also contains a Special Collections section which features significant holdings on the French Canadian presence in northern New York State. To complement print holdings, SUNY-P's library contains more than 70 digital resources on Canada that provide access to more than 5,400 Canadian content periodicals emphasizing all academic disciplines. In addition, the CS Center at SUNY-P maintains its own collection of Canadiana for use by students and faculty, including over 4,500 reference and text books, as well as a lending library of over 2,000 CS National Film Board of Canada/CBC film and video productions.

**Institutional support:** Fogler Library receives financial support from the University of Maine for both staffing and materials costs. In FY 2013/14, Fogler Library and the Canadian-American Center each contributed \$13,067 to the salary of Dr. Betsy Beattie, the Canadian Studies Librarian, a half-time, professional position. In addition, portions of the time and salaries of librarians and staff from the Acquisitions, Cataloging, Reference and Government Documents Departments were devoted to the development, cataloging, and use of the Canadian collection. For Canadian book acquisitions, the library provided \$11,500, plus an estimated \$3,500 for materials with some Canadian content purchased by other departments. It has also allocated \$26,000 for Canadian serials. Fogler Library also provides funds for special purchases of

Canadian material, most recently \$49,260 for *The Globe & Mail* microfilm purchased in 2010/11. An endowed fund established by Dr. Alice R. Stewart, former professor of Canadian history, supports special purchases such as the *Canadian Monograph 1900-1920 Collection*. The library also receives materials in exchange, notably from the Québec government and the Exchange Program of Library and Archives Canada. Both Library and Center staff contribute time, and the Center donates teaching resources to the College of Education's Learning Materials Center for use by student pre-service teachers. CS resources are identified at [www.library.umaine.edu/subjectPortal/index.aspx?subject=Canadian+Studies](http://www.library.umaine.edu/subjectPortal/index.aspx?subject=Canadian+Studies).

The CS collection at SUNY-P is supervised by the Dean of the Library & Information services in consultation with the Coordinator, Collection Development and Management Unit, and the Special Collections Librarian. Librarian Deborah Kimok is specifically assigned to the Canadian collection, which is supported by 11 librarians and 20 professional staff in the acquisition, cataloging, maintenance, and circulation of the collection. Seven additional librarians, led by Tim Hartnett, are available for CS reference and bibliographic instruction. This latter group, in addition to providing one-on-one assistance for individuals accessing the CS collection, also conduct library and information management courses, featuring the Canadian collection, for all SUNY-P students, and offer tailored specialized instruction sessions designed for CS courses at the college. Kimok works with Director Kirkey to evaluate and facilitate acquisitions and to review the development of the collection on a regular basis. CS acquisitions, including book and journal resources, have totaled over \$148,000 since 2000. Further financial contributions for Canadian library materials are also received from Canadian federal and provincial agencies, SUNY Systems Administration, Canadian book distributors, and private

donors. SUNY-P also dedicates resources for librarians and support staff at Feinberg Library for professional development training seminars.

**B. Collaborations:** In addition to the expenditures listed above, other costs, totaling at least \$1,500,000 annually, are paid for by Fogler Library, other University of Maine System libraries, the Maine State Library, and the University of Maine's Office of Administration and Finance. These expenditures contribute to our provision of numerous online indexes, databases and journals that include coverage of Canadian subject areas. Some examples of these online journal packages, indexes and databases with substantial Canadian content include: *JSTOR*, *Project MUSE*, *ScienceDirect* journals, *America: History and Life*, *Lexis Nexis Academic*, *Literature Resource Center*, and *Academic Search Premier*. Fogler Library also offers remote access to virtually all of its Canadian holdings through URSUS, the library's online database. All Canadian materials listed in URSUS, including every title in the library's components of the *Early Canadiana Research Collection*, are available to patrons outside the University of Maine through interlibrary loan. (Library records reveal that Fogler has received requests for Canadian materials, particularly in *Early Canadiana* titles, from across the United States, Canada, and Europe). In addition, as part of Fogler Library's web site, the CS Librarian maintains a CS website (<http://library.umaine.edu/canstudies/>) with information on Fogler Library's Canadian Collection as well as links to useful Internet sites about Canada. The Garbrecht Library at ME's School of Law also offers access to its collection, with the exception of inter-library loans for non-students, through the URSUS database and the Internet. The library supports students who participate in the Canadian-American Moot Court Competition with law schools at Dalhousie University and University of New Brunswick.

At SUNY-P, Feinberg Library offers offsite Internet access to the Canadiana collection for students and scholars from other institutions, as well as the general public. Feinberg's electronic library management system, Ex Libris ALEPH500, allows browsers to quickly search, locate, view, and order Canadian materials. SUNY-P also utilizes an online catalog system and databases, available through PLATTCAT, that allow for the timely identification of Canadian resource materials. Available databases include *Canadian Reference Centre*, *Canadian Periodicals Index*, *Government of Canada Publications*, *PreQuest Research Library*, *America: History & Life*, and *JSTOR*. Finally, all Canadian library holdings, with the exception of Special Collections, are available for inter-library loan through the ILLiad system. Requests for materials have been fielded, in the last five years, from 43 states, 5 provinces, Statistics Canada, Elections Canada, and Canadian embassies in France, the United Kingdom, and Japan. In addition, requests have come from K-12, public, and post-secondary institutional libraries throughout the United States.

## **6. Quality of Staff Resources**

**A. Faculty and staff qualifications:** The Consortium has an outstanding group of faculty and staff. At ME, the staff comprises a tenured faculty director (Hornsby), emeritus professor (Pelletier), two cross-appointed faculty (Cody in Political Science and Editor of *Canadian-American Public Policy*, and Adcock in History), a full-time academic year outreach coordinator (Arntzen), accounting support specialist (Harris), a half-time CS librarian (Beattie), and one work-study student. Betsy Arntzen is a K-8 certified teacher with 30 years experience training educators, creating teaching materials, and providing professional development programming for U.S. K-12 educators. She directs the Center's Outreach programs and organizes the annual summer teachers institute held in Central or Eastern Canada. The Center buys out one course of

an MLC faculty member (Rondeau) to oversee FLAS. The Center provides gratis accommodation to the ACQS Secretariat, whose secretary (Beaupré) works closely with Center staff on ACQS conference planning.

At SUNY-P, the Center for the Study of Canada staff is comprised of a tenured administrative/faculty director/academic coordinator (Kirkey), an assistant director/coordinator of outreach program activities (Sotherden, who also serves as Secretary of ACSUS), an adviser for special projects/distinguished professor (Gandhi), an executive administrative coordinator (Granger), an accounts manager/administrative assistant (Bouvier), and one CS librarian (Kimok). Master Teacher Les Buell is also supported by the Center to facilitate K-12 outreach programming in central and western New York. In addition, the Center annually has two work-study students who provide CS support functions during the academic year.

Consortium directors and CS faculty are among the most active and leading Canadianists in the U.S. At ME, Director Hornsby is internationally recognized for his scholarship on the historical geography of Canada. He has authored or co-edited five books, most recently *Surveyors of Empire: Samuel Holland, J.F.W. Des Barres and the Making of the Atlantic Neptune* (McGill-Queen's UP, 2011), which has garnered three awards, including the Pierre Savard Award presented by the International Council for Canadian Studies for the best book published globally in Canadian Studies in 2013. He is currently completing the NEH-funded *Historical Atlas of Maine*, due to be published in fall 2014, which will make a major contribution to our understanding of the development of the northeastern borderlands. He has served on the ACSUS Executive Council and board of the Gorsebrook Research Institute, St. Mary's University, and is currently on the editorial board of the *Journal of Historical Geography*. At ME, he is Cooperating Professor within the School of Policy and International Affairs. He has



been awarded numerous Canadian Embassy research and course grants, and has held a Caird Short-term Fellowship at the National Maritime Museum, London.

At SUNY-P, Director Kirkey is executive director of the SUNY-P Institute on Québec Studies, executive director of the CONNECT program, serves on the editorial boards of *ARCS* and *Québec Studies*, serves on the Board of Directors of the Eastern Townships Resource Centre at Bishop's University, is special counsel to the ACSUS Executive Board, and is a serving member of the Fulbright National Screening Committee on Canada. He has also held the position of Canada's Mine Action Scholar-in-Residence with Foreign Affairs Canada (1999-2013) and served as Adjunct Assoc. Prof. at the School of Public and International Affairs, Columbia University (2001-2013). He is co-editor of the second edition Oxford UP text, *Québec Questions: Québec Studies in the 21<sup>st</sup> Century*, co-editor of the forthcoming books *Canada in a Unipolar World: Understanding Canadian Foreign Policy* (Oxford UP), and *Québec in the World: Foundations, Actors, Issues* (McGill-Queen's UP). Since 2012, Kirkey has co-edited several special issues of peer reviewed journals, including *ARCS*, *Québec Studies*, *Canadian Foreign Policy Journal*, *International Journal*, and the *Journal of Eastern Townships Studies*.

Among ME faculty (19 of whom are tenured or tenure-track), Prof. See has served on the ACSUS Executive Council and the board of the Gorsebrook Institute, and currently sits on the editorial board of *Acadiensis*. He is the author of *Riots in New Brunswick* (Toronto UP, 1993) and *The History of Canada* (Greenwood Press, 2001), and is finishing a book dealing with the history of social violence in Canada. He is currently at Dalhousie University on his second Fulbright Fellowship to Canada. Prof. Cody has served on the ACSUS Executive Council, and is a frequent contributor to *American Review of Canadian Studies*. He edits the Center's *Canadian-American Public Policy* series. Prof. Adcock, a native Albertan, did her doctorate at the Scott

Polar Institute in Cambridge, England, followed by post-docs at the University of British Columbia and Rutgers. Her research is on the cultural and environmental history of the modern North American Arctic, with special attention to the activities of field science, exploration, tourism, and resource extraction. Although leaving August 2014, ME is proceeding to replace her with another CS tenure-track hire. Replacing recently retired MLC faculty Raymond Pelletier, new hire Prof. Rondeau, a native of Québec, has a Ph.D. from McGill and has completed a SSHRC post-doc at Laval. He has published numerous articles, and has just had his manuscript *Le manqué en partage. Configurations du politique chez Michel Beaulieu et Gilbert Langevin* accepted for publication by the Presses de l'Université de Montréal. He is an Associate Member of the Centre de recherche en littérature et en culture Québécoises. CS librarian Betsy Beattie is also a distinguished scholar, having published *Obligation and Opportunity: Single Maritime Women in Boston, 1870-1930* (McGill-Queen's UP, 2000) and several articles and book chapters. Given her academic background, she is integral to undergraduate and graduate students doing research in Fogler Library.

SUNY-P CS faculty (27 of whom are tenured or tenure-track) have a distinguished record of scholarship, teaching, and service. Prof. Richard, who is Secretary of ACQS, is also the author of *Loyal but French: The Negotiation of Identity by French-Canadian Descendants in the United States* (Michigan State UP, 2008), is currently completing a new book-length treatment focusing on the treatment of French Canadian immigrants in New England by the Klu Klux Klan. Richard has also been the recipient of a Canada-U.S. Fulbright grant. Prof. Cusson recently completed three research articles for refereed academic journals, including *The French Review*, and is completing work on a book manuscript, *Montréal, the Self and the Other*, for University of Québec Press. Prof. Chrysostome serves as a member of the Walter Somers Chair Program of

International Strategic Management at Université de Montréal, and Prof. Church recently completed a volume titled *Strategic Market Expansion in the NAFTA Nations*. SUNY-P has also recently hired new tenure-track or tenured faculty including Ciobanu (Criminal Justice), Qirjo (Economics and Finance), and Wolff (Anthropology).

**Professional development opportunities:** The Consortium dedicates considerable monies for professional development. CS faculty regularly present papers at the biennial area studies conferences organized by ACSUS and ACQS, regional CS conferences across the U.S. (MANECCS and the Western Canadian Studies Association), as well as at their disciplinary conferences in Canada and the U.S. At the most recent ACSUS conference in Tampa, Florida in November 2013, the Consortium supported 18 faculty, staff, and graduate students, all of whom presented papers, sat on panels, or chaired sessions. ME alone contributed the largest number of CS academics of any university, sending 14 faculty, staff, and graduate students. Similarly, at the recent ACQS conference, in Sarasota, Florida in November 2012, the Consortium sent 9 faculty, staff, and graduate students. Consortium faculty have also recently have been provided professional development language training opportunities in Acadia and curriculum training workshops through the Consortium's Québec Summer Seminar and Québec Winter Symposium.

The Consortium contributes summer salary to faculty who conduct research in Canada, and each university provides faculty research and sabbatical opportunities. Consortium faculty have also been successful in securing external funding for research and sabbaticals, including Fulbright Fellowships and Canadian Embassy Senior Fellowships, as well as numerous Canadian Embassy and Québec Government faculty course development, research, and conference grants. Consortium directors publicize these competitions among the faculty, conduct grant workshops, work with faculty in preparing their application materials, and write letters of support.

Consortium staff members are provided significant professional development opportunities. Consortium outreach coordinators Arntzen and Sotherden contribute to a variety of national (ACSUS and NCSS) and regional (NERC, NYSCSS, VASS, MSCSS) CS content outreach conferences and ED Title VI meetings.

**Teaching, supervision, and advising:** Consortium directors have long been involved in teaching, supervision, and advising of students. At ME, Director Hornsby teaches two courses a year in Anthropology, one of which has substantial Canadian content, gives two guest lectures on Canadian geography in CAN 101, and provides reading courses on the historical geography of Canada to graduate students in History. He has advising responsibilities to CS undergraduate students, and sits on several M.A. and Ph.D. committees in Canadian History. Several core CS faculty at ME are involved in teaching from 1 to 3 100% CS courses each year. Prof. Cody is Director of the IA major and has considerable advising responsibilities, as do Profs. See and Ferland in History. At SUNY-P, Director Kirkey holds a 12-month administrative position, teaches CS classes, and regularly offers lectures on Canada-U.S. relations and Canadian foreign policy to CS classes across campus. Kirkey serves as an external member on Ph.D. committees (e.g., American University), and advises all CS majors and minors, supervises all CS scholarship activities, and oversees internship students.

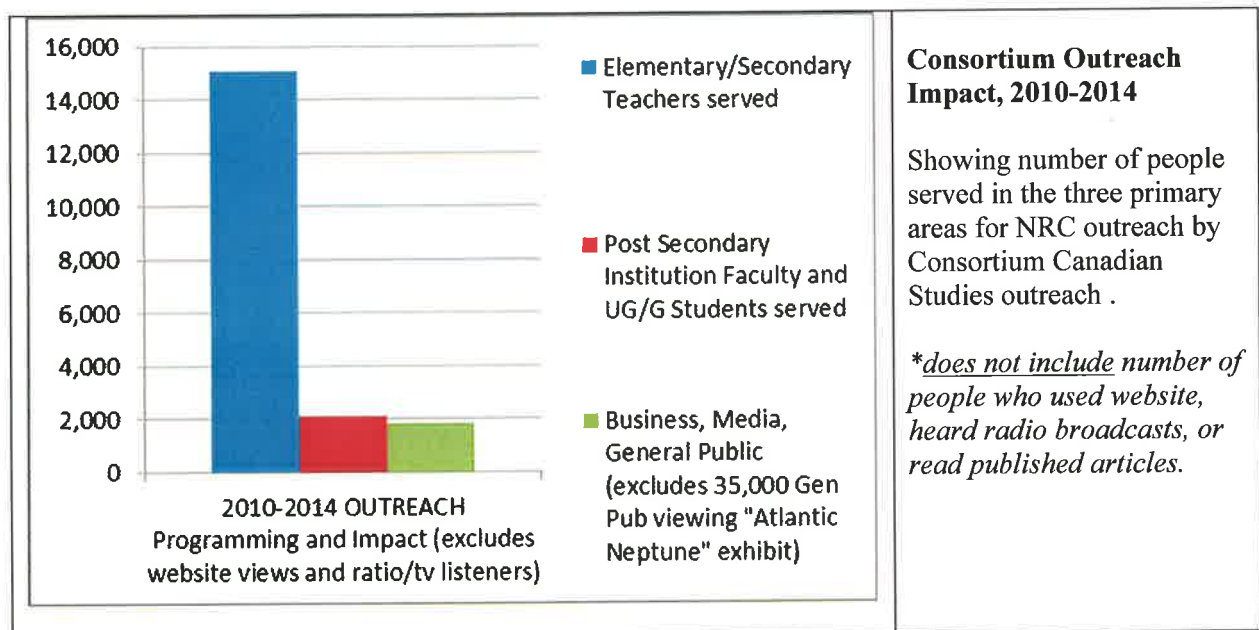
**B. Staffing and oversight arrangements:** Consortium Centers each have oversight committees composed of faculty and staff. At ME, the Canadian Studies Executive Committee oversees the operations of the Center, the CS program, and use of endowment funds. The committee meets once a semester, and includes all the core faculty drawn from the College of Liberal Arts & Sciences, College of Natural Sciences, Forestry, and Agriculture, as well as the CS Librarian. The faculty represent Anthropology, Economics, English, Franco American Studies, Geography,

History, Modern Languages, Native Studies, and Political Science. At SUNY-P, the Center has a CS Academic Program Committee and an Executive Committee. The Academic Program Committee is comprised of four faculty from different departments – Dr. Nancy Church, Dr. Marie Cusson, Dr. Mohamed Djerdjouri, and Dr. Prem Gandhi – and meets regularly to evaluate and plan all aspects of SUNY-P's undergraduate CS curriculum program, including appropriate CS course revisions, recommendations of new CS course offerings, and to oversee the CS major and minor programs. The five-member Executive Committee oversees the ongoing CS program activities of the Center, and establishes prioritized research and professional initiatives for the Center on a semester-by-semester basis.

**C. Non-discriminatory employment practices:** Consortium universities are affirmative action, equal opportunity employers (with offices of equal opportunities to supervise hiring), who actively encourage employment applications from traditionally underrepresented groups. Significant efforts continue to be made by the Consortium to hire women, ethnic minorities, and persons with disabilities. At ME, the Center has two female professional staff members, while the faculty include women in English, Franco American Studies, History, and MLC. SUNY-P has an official nondiscriminatory employment policy (on both paper and, more importantly, in practice), with a well established Center for Diversity, Pluralism, and Inclusion. The CS Center takes a proactive approach to issues of nondiscrimination and diversity with three female staff members (Bouvier, Granger, and Sotherden), nine female faculty members (Altamirano, Beaudreau, Church, Cusson, Héroux, Mefferd-Carroll, Mountcastle, Ostry, and Scherline); three members of the staff and faculty (Beaudreau, Bouvier, and Richard) who are Franco Americans, two faculty members (Chrysostome and Ouedraogo) who are African American, and a Director (Kirkey) who is permanently sight-impaired.

## 7. Outreach Activities

The Consortium is a recognized national leader in outreach to K-12, post-secondary institutions, and business, media, and the public, demonstrating a significant and measurable regional and national impact in outreach activities. Between 2010-14, the Consortium organized or co-sponsored 141 K-12 teacher-training programs, 42 postsecondary programs, and 11 programs for business, media and general public, serving more than 19,000 constituents (**see Consortium Outreach Impact Graph, below**). In his 2013 evaluation, Professor Kenneth Holland reported *“The coordinators of outreach at Maine and at Plattsburgh, Betsy Arntzen and Amy Sotherden, respectively, are untiring in their efforts to bring knowledge about Canada to the attention of larger audiences.”*



**A. Elementary and secondary schools:** The Consortium collaborates each year to produce a week-long Summer Institute in Québec for U.S. K-12 educators. Since 2010, the institute has trained 39 teachers from 12 states. In addition, ME hosts the nation’s only intensive French Language Immersion Summer Institute for Teachers of French. Led by Assoc. Director Pelletier,

the institute is held alternatively in Québec and the Acadian region of New Brunswick (NB) and Nova Scotia (NS) (Rondeau will be continuing this program for the grant period 2014-18). Since 2010, the institute has trained 24 teachers from 7 states. In Summer 2014, ME is collaborating with the Maine Humanities Council to organize and host an NEH Summer Institute for 25 U.S. teachers focusing on Acadian culture in the borderlands of ME and NB. Outreach coordinator Arntzen has been centrally involved in planning the three-week institute where eight ME CS faculty and two University of Maine Fort Kent faculty will present CS content. The Consortium also offers numerous professional development workshops for K-12 teachers. (**see Outreach Programming and Impact Table, p. 39**). Between 2010-14, ME held 20 workshops in 16 states, serving 305 teachers. The Consortium also collaborates on producing and distributing K-12 materials across the U.S. One resource, the *Canada Valise*, is used annually by about 500 students in 25 classes in 10 schools in 8 states.

The Consortium's *Canada and the American Curriculum* program is a nationwide initiative designed to accomplish three related objectives: correlate current K-12 social studies curriculum practices with existing Canadian content across all state instructional requirements and national standards; promote best practices for teaching and resources relevant to Canadian Studies; and finally, expand the role and place of Canada as a dedicated, regularized instructional component in American K-12 classrooms. This program emerged from the Consortium's 2010 publication and national distribution of *The K-12 Directory on Canada*, the first-ever comprehensive fifty-state research study undertaken (by Director Kirkey) on state curriculum standards and the teaching of an area study (i.e., Canada) in America's elementary/secondary school system. For the first time, we now know that 40 states require teaching about NAFTA, 13 states require teaching about 20<sup>th</sup> century Canada, 6 states require multi-week unit requirements

in elementary or middle schools dedicated to Canada, 11 states require the geography of Canada, and 5 states examine the historical connections between the U.S. and Canada. The results generated by the Directory have proven invaluable; it allows our Consortium to provide individually tailored/targeted outreach programs to states in an ongoing effort to expand the presence of Canada in the K-12 curriculum. Consortium outreach coordinators Arntzen and Sotherden recently presented a variety of progress indicators at the Title VI NRC conference “Demonstrating the Impact of National Resource Centers” at Ohio State University in February 2013.

The release of the Directory led our Consortium to organize and convene a national conference – which included participation from 11 K-12 disciplinary/multidisciplinary associations responsible for the development of national curriculum standards, 14 state-level departments of education/state-level social studies associations, 5 regional school districts from across the country, the U.S. Department of Education, and the Government of Canada – titled “Canada and the American Curriculum,” and hosted at the Embassy of Canada in Washington, D.C., by Ambassador Gary Doer. The keynote speaker was the Honorable Andre Winston Lewis, U.S. Deputy Assistant Secretary for Education.

The Consortium has established and strengthened partnerships with local, regional, and national educational organizations. These include local school districts, local museums (co-creating museum kits), state social studies councils, and state geography alliances. SUNY-P has significantly expanded its outreach through the NYSCSS, VASS, and MSCSS conferences by offering workshop opportunities and exhibit tables to disseminate CS K-12 resource materials. SUNY-P partners with the North Country Teachers Resource Center and the university’s School of Education in CS outreach programming, utilizing the Center’s resource guide, *Not Just for*



<b>TABLE: University of Maine-SUNY Plattsburgh NRC on Canada Consortium U.S. Outreach Programming and Impact, 2010-2014</b>		
PROGRAM ACTIVITY	INDICES	IMPACT
<b><u>K-12 Teacher Training &amp; Outreach</u></b>		
Social Studies CS Teacher Training Institutes/Workshops	13 Institutes/Workshops for 513 Teachers in 37 states	<i>Increase/Institutionalization of CS in American K-12 Curriculum</i>
French Language Immersion Teacher Training	4 Institutes/Workshops for 81 Teachers in 22 states	<i>Increase/Institutionalization of CS in U.S. French Language Classrooms</i>
Canada and the American Curriculum National Conference	65 Educators from 14 states	<i>Expansion of CS in State Curriculum Standards/Requirements</i>
Social Studies/French Teacher Classroom/Conference Outreach	119 Activities for 14,600 Teachers in 41 states	<i>Promotion of CS content in Social Studies &amp; French Classrooms</i>
Teachers CS Resource & Instructional Materials	7,250+ items distributed nationwide	<i>Delivery of CS curriculum classroom materials</i>
Teaching Canada website	11,000 annually nationwide	<i>Promotion of CS K-12 resources</i>
<b><u>Post-Secondary</u></b>		
CONNECT CS Faculty Training Seminars & Workshops	12 Programs for 380 scholars in 31 states	<i>Increase CS Research &amp; Teaching at U.S. Colleges/Universities</i>
CONNECT CS Scholars Mentoring Program	705 scholars from 4 states	<i>Institutionalization of CS in U.S. College/University Curriculum</i>
CONNECT Scholars Conference	25 scholars from 14 states	<i>Special Issue of American Review of Canadian Studies</i>
Québec Studies Faculty Curricular Training	4 Seminars/Symposia for 62 scholars from 17 states	<i>Institutionalization of Quebec Studies in U.S. Colleges/Universities</i>
Québec Studies Colloquia for New/Junior scholars	2 Colloquia for 30 scholars from 11 states	<i>2 Special Issues of peer-reviewed journal Québec Studies</i>
French Language Faculty CS Curricular Workshops	3 programs for 45 faculty from 4 states	<i>Enhance CS in French Courses at U.S. Colleges/Universities</i>
Canada in a Unipolar World Conference	Int'l. Conference for 35 faculty from U.S./Canada	<i>Special Issue of Canadian Foreign Policy Journal/forthcoming book</i>
Canada in Afghanistan Conference	Int'l. Conference for 27 faculty from U.S./Canada	<i>Special Issue of International Journal</i>
Québec Questions: Québec Studies for the 21st Century	36 scholars from U.S./Canada	<i>Oxford UP Book; French Lang. &amp; second editions forthcoming</i>
Québec and the World Conference	Int'l. Conference for 38 scholars from U.S./Canada	<i>Forthcoming McGill-Queen's University Press book</i>
Québec Past & Present International Colloquia	2 Colloquia for 43 scholars from U.S./Canada	<i>2 Special Issues of Journal of Eastern Townships Studies</i>
Annual CS Ph.D. History Student-Run Conferences	4 Int'l. Conferences for 75 scholars from 11 states	<i>Increase Exposure of Ph.D. Student CS Research</i>
Distinguished Address/Canada Week/Scholar-in-Residence/Speaker Series	55 program events for 7,150 faculty & students	<i>Promotion/dissemination of contemporary CS public policy/social science/humanities issues</i>
<b><u>Business/Media/Public</u></b>		
Cross-Border Int'l. Business Conferences	200+ Business & Gov't. Reps. from 4 states	<i>Increase Awareness of U.S./Canada Business Relationships</i>
Museum CS Collaborative Exhibits	35,000+ General Public Attendees	<i>Promotion of CS content based on award-winning scholarship</i>
CS Faculty Interviews	37 Media CS Interviews	<i>Increase CS awareness via Media</i>

*Grade 5 Teachers: An Integrated Approach to Teaching Canada in K-12 Classrooms*, to serve both in-service teachers and curriculum coordinators from across Northern NY and qualified pre-service educators enrolled in the M.A.T. degree program. The Consortium also works with attachés at Canadian Consulates and Québec Delegations throughout the U.S. to create materials and programming for teachers. The Consortium also collaborates with the Canadian Studies outreach at the University of Washington and Western Washington University, to work together as ‘NRCs on CANADA’ on specific national outreach projects. One example is the NCSS-endorsed international history curriculum titled “1812: Who Won the War?”, an interactive digital textbook, launched on the Apple platform and accessible through iTunes [<http://www.warof1812ibook.com/>].

**B. Postsecondary institutions:** The Consortium sponsors and organizes a variety of programs to enrich post-secondary education and faculty development. In the last four years, SUNY-P has organized nine separate two to three-day colloquia on specialized topics for aspiring Canadian Studies post-secondary American scholars to present original research with subsequent publication of select papers in six special issue refereed journals. SUNY-P also administers CONNECT, a national program that promotes the growth and institutionalization of Canadian Studies throughout the U.S. higher education community by mentoring doctoral candidates and assistant professors in Canadian Studies at American colleges and universities. CONNECT currently supports over 705 scholars at 262 colleges and universities in 48 states. SUNY-P’s week-long Québec Summer Seminar for U.S. social science faculty (offered for 31 years) has trained more than 350 faculty, while the 3 day Québec Winter Symposium held in French on Québec culture for humanities faculty (offered for 22 years) has trained more than 150 faculty. With Oxford UP, SUNY-P published *Québec Questions: Québec Studies for the 21st Century*,

the first ever multi-disciplinary text on Québec for the American post-secondary audience (soon in its second edition) plus the pending French version with Université de Montréal Press. Organized for the SUNY-P campus, the Fulbright Visiting Scholar Programs in CS, the Distinguished Fulbright Scholar in Québec Studies, Canada Speaker Series, the Scholar-in-Residence program, the Distinguished Canadian/Québec Addresses, and Célébrons Québec festival annually attract 15-20 CS experts to talk with approximately 1,500 post-secondary people.

ME's outreach to post-secondary institutions includes publications, online materials, conferences, workshops, and lectures. The Center's principal publication is *Canadian-American Public Policy* (now in its 24<sup>th</sup> year), a peer-reviewed occasional paper series with distribution to scholars and libraries in North America, Europe, and Asia. Forty-nine HiRes maps from Director Hornsby's *British Atlantic, American Frontier* are available at <http://www.umaine.edu/canam/cartography/britishatlantic.html>, the best collection of maps of Canada and early America currently available on the web, and used by history and geography teachers at both university and high school levels. ME sponsors several public lectures each year on campus (notably Canadian Nobel Peace Prize nominee Sheila Watt-Cloutier in March 2011), and an international graduate student conference, now in its 14<sup>th</sup> year, which alternates between ME and UNB.

**C. Business, media, and the general public:** Given the border location of the Consortium, there is great interest from government, media, business, and the general public in cross-border relations with Canada. ME has been most successful in raising two grants each of \$50,000 from Canada's TD Financial Group for the period 2010-14 to support two cross-border economic conferences. The first was held in April 2012. It attracted more than 100 business and government representatives, and received wide media coverage. The second conference is

tentatively scheduled for spring 2015. ME worked closely with the Maine International Trade Center (MITC) and the Canadian Consulate in Boston in organizing and hosting the first conference, and will collaborate with the UNB and MITC on the second conference. ME's *Canadian-American Public Policy*, which has published seven issues over the past four years, has a distribution to 140 libraries and scholars in 6 countries. All 81 past issues will be available online next year. Apart from our public lectures, ME's biggest outreach to the general public has been two sequential exhibitions in 2013-14 on "Charting an Empire: The Atlantic Neptune" held at the Norman B. Leventhal Map Center at the Boston Public Library (BPL), and now at the Osher Map Library, University of Southern Maine (USM). Thirty-five thousand people are estimated to have seen the BPL exhibitions. The exhibitions are based on Director Hornsby's award winning book *Surveyors of Empire*, and involved Hornsby giving media presentations on the exhibit at USM. As a result of his expertise on colonial mapping, Hornsby is now a member of the American Revolutionary Exhibition Advisory Committee at the BPL, involved in planning a major map exhibit for 2015, which will also show at Colonial Williamsburg and the New-York Historical Society. The exhibit will include numerous Canadian maps.

SUNY-P's Center actively conducts outreach to local and regional businesses, media and the general public through its robust visiting speakers and scholarly experts programming. Between 2010-2013, SUNY-P has delivered more than 10 such outreach programs, which collectively achieved an audience of more than 600 individuals in these targeted constituents. The close relationship SUNY-P shares with the North Country Chamber of Commerce and The Development Corporation of Clinton County has resulted in a significant mobilization of local business people's involvement in these programs. Moreover, SUNY-P generates news stories on CS issues in collaboration with local media (newspaper, TV, and radio) regularly throughout the

year. The vital trade relationship between NY and Canada is also a catalyst for Director Kirkey to provide an estimated 8 briefings per year to approximately 400 regional businesspeople, state officials, and NY legislators on Canada-U.S. relations.

## **8. Program Planning and Budget**

**A. Activities:** Our proposed activities significantly expand our current exemplary range of Consortium CS programs. First, our Consortium will, in partnership with the American Association of Community Colleges (AACC) and the Association of American Colleges and Universities (AACU), convene a national conference at the Embassy of Canada in Washington D.C. in October 2015 titled “Canada and the American Community College Curriculum.” The conference will be dedicated to a national evaluative assessment of the place of CS in the curriculum of U.S. community colleges, existing best practices, and an intensive examination of practical program initiatives that can be implemented (including training workshops and tailored curriculum materials) to advance and sustain CS as a growing and permanent feature of the American community college academic experience. In support of this objective, the Consortium is planning to design and launch, in spring 2016, the first comprehensive nationally available online Introduction to Canada interdisciplinary course for American community college students. This effort, featuring CS faculty experts from both ME and SUNY-P, will be institutionalized through articulation agreements with participating community colleges across the U.S. and administered by SUNY-P. The third major new Consortium initiative to advance CS in the American community college classroom will focus on organizing and convening two annual curriculum workshops, starting in 2015-16. A multi-state workshop – in partnership with, and to be held at, offices of Canadian Consulate Generals [Boston, Chicago, Denver, and/or San

Francisco] – will be organized in a different region of the U.S. each fall, while a nationally-focused workshop for community colleges – in association with the AACC – will take place in conjunction with their annual conference. These workshops, for professors and administrators, will be exclusively geared toward introducing, increasing, and institutionalizing Canadian instructional content in the community college curriculum.

In support of our CS K-12 commitment, we will offer week-long national summer teacher training institutes in 2015 and 2017 for classroom instructors and curriculum content specialists, titled “Introducing Canada in Your Curriculum.” The 2015 institute will be convened in Montréal and Québec City, while the 2017 workshop is planned for Toronto, Ottawa, and Montréal and will focus on the 150<sup>th</sup> anniversary of Canadian confederation. ME, with support from SUNY-P, will also in 2016 and 2018, organize and deliver week-long French language institutes in Québec led by Prof. Frédéric Rondeau (MLC). In support of further joint CS program initiatives, our Consortium will undertake an annual faculty exchange program, provide a significant commitment to print and online CS research/library source materials, and collaborate with ACQS and ACSUS to organize and convene special plenary sessions on topical public policy issues at conferences each year from 2014-18.

In addition to these joint initiatives, both members of the Consortium propose a rich variety of new CS program initiatives. Over the project period, ME will plan and deliver four CS academic conferences. We will co-host with the Schools of Arts and Sciences at the University of New Brunswick and Dalhousie University, a history workshop in 2015 and a conference in 2016 on “Unrest, Violence, and the Search for Order in British North America, 1749-1873,” with a view to publishing the conference papers in 2017 to mark the 150<sup>th</sup> anniversary of Canadian confederation. ME has an excellent record of publishing edited conference papers. To further

mark the 150<sup>th</sup> anniversary of Canadian confederation as well as the 30<sup>th</sup> anniversary of the publication of the first volume of the *Historical Atlas of Canada*, the finest multi-volume historical atlas published in modern times, we will partner in 2017 with the Osher Map Library at the University of Southern Maine to host a conference reviewing the influence of the Canadian atlas on atlases around the world, and consider future directions of national mapping in a digital age. This conference will build on the 2014 publication of the *Historical Atlas of Maine*, and its unique presentation of the development of the northeastern borderlands. Finally, we will strengthen our commitment to cross-border economic conferences by collaborating with MITC, UNB, and with University of Maine Fort Kent and University of Maine at Presque Isle in organizing a conference in 2018, on the theme of cross-border energy supplies in the northeast. ME will also dedicate faculty lecture development monies to develop with faculty at University of Maine Fort Kent and University of Maine at Presque Isle our highly successful online CAN 101 course to offer to community colleges in Maine and throughout New England, administered at UMaine. Remaining NRC budget items include support for faculty travel to CS conferences, visiting CS speakers, materials for teacher resource center and classroom presentations, and office supplies.

SUNY-P proposes to undertake significant new CS program initiatives in the project period 2014-18. SUNY-P, in partnership with Canadian and American institutions/associations of higher education, will organize and convene a total of eleven timely CS colloquia and conferences to engage educators across the U.S. Working with the Québec Studies program at McGill University and with ACQS, SUNY-P will organize two colloquia (October 2014 and November 2016) for new scholars (doctoral candidates and junior professors) from the U.S. working on Québec. Selected essays will be published as special issues of the journal *Québec*

*Studies*. In partnership with the School of Arts and Science at Bishop's University, SUNY-P will organize an annual faculty-student conference in March, starting in 2015, the peer reviewed edited results of which will be published in the *Journal of Eastern Townships Studies*. In October 2015, SUNY-P, Fulbright Canada, ACSUS, and University of Nevada-Las Vegas will host a day-long colloquium dedicated to new American CS academics (doctoral students and junior scholars) featuring the latest in interdisciplinary scholarship on Canada. A similar colloquium, involving SUNY-P, Fulbright Canada, ACSUS, and SUNY College at Buffalo, will be convened in October 2017. The best essays, emerging from each colloquium, will be published as special issues of the *American Review of Canadian Studies (ARCS)*. Next, SUNY-P, in collaboration with Ball State University and the University of Hawaii at Manoa, will undertake a two-day conference in May 2016 dedicated to the theme of "Canada, the United States, and the Islamic World." A special issue of *ARCS* will be produced. In October 2016, a major conference will be convened by SUNY-P, the Canadian Studies Program at the University of California, Berkeley, the University of California, Santa Cruz, and Queen's University on the theme of "American Foreign Policy towards Canada," the edited results of which will be published as a book with Oxford UP. Finally, in April 2018, SUNY-P, Fulbright Canada, and Carleton University will organize in Ottawa a conference – culminating in a special issue of *Canadian Foreign Policy Journal* – focusing on Canadian foreign policy and the Pacific.

To further institutional academic collaboration, SUNY-P will organize and deliver two new annual CS program activities. First, in concert with the McGill University Institute for the Study of Canada and the Canadian Studies Program at Bridgewater State University, an annual rotating faculty distinguished lecture series will be launched. Second, SUNY-P and Bishop's



University will engage in a week-long faculty exchange program each spring designed to disseminate new CS scholarly research efforts on each campus.

During the project period, SUNY-P will directly undertake/sponsor CS training for K-12 teachers and curriculum specialists. Working directly with the School of Education, Health, and Human Services at SUNY-P and the North Country Teachers Resource Center, the Center will deliver annual credit-bearing CS professional development workshops for in-service educators at school districts in NY State. The Center will also offer annual CS training workshops at social studies conferences in NY, VA, MA, and at NCSS. These workshops will be complemented by table exhibits designed to disseminate targeted CS curriculum resources. SUNY-P will also champion, in partnership with the New York State Department of Education Office of Assessment and the New York State Council for the Social Studies, significant CS curriculum materials for American educators – most especially the design and production of the first New York State CS K-12 curriculum guide in over twenty-five years, with lesson plans for use by teachers and curriculum specialists.

SUNY-P will continue its annual Distinguished Canadian Address and the Canada Speakers Series, showcasing public lectures on Canada and the Canada-United States relationship. SUNY-P also plans dedicated professional development opportunities for CS faculty, including support to foster the creation of new Canadian content undergraduate courses (as part of the individualized study major and minor in CS and the minor in Québec Studies). Annual support for participation in regional and national CS conferences including ACSUS, ACQS, WSSA, MANECCS, and ICCS will also be provided. For a complete overview of proposed consortium CS activities, please consult **Appendix 4, PMF documents**.

**B. Effective use of resources:** The Northeast NRC on Canada is based at two public institutions of higher education with limited resources. We are confident that our use of federal funds is as effective as possible. Indeed, external reviewers (see below) have praised us for our cost control and effective leverage of university and private funds.

**C. Reasonable costs:** Financial resources are used very conservatively at both Consortium centers. After reviewing the programs in 2009, Prof. Kevin Christiano (Notre Dame) concluded that “*a great deal of activity of a very high caliber emerges from quite a modest outlay of core funding.*” Four years later, Prof. Kenneth Holland, in his external review, lauded our ability to leverage funds from the private sector. The proposed grant activities are all modestly budgeted, and we are confident that the proposed costs are reasonable and will be used effectively.

**D. Impact:** The long-term impact of the proposed activities by the Consortium will include significantly enhancing CS curriculum development and teacher training activities on a national scale for K-16 constituents (including, for the first time, community colleges) accomplished, in part, by collaborating with Schools of Education and Business and Economics and other institutional partners; the convening of important annual national/international CS colloquia and conferences; enhancing undergraduate training through development of new CS courses; and faculty development through research travel and language immersion. The range and depth of innovative CS program activities proposed by the Consortium will have a decidedly positive and lasting impact on the undergraduate, graduate, and professional training programs at our universities, as well as have significant and measurable effects on the development and sustainability of CS at the community, regional, national, and international levels.

## **9. Impact and Evaluation**

**A. Impact:** Consortium activities and training have an immediate and long-term impact on our universities, communities, regions, and nation. The following **Consortium Impact Table, p. 50** summarizes this impact and demonstrates the commitment of the Consortium to the promotion of CS in the U.S. For a comprehensive statement on Outreach Impact, see **Outreach Programming and Impact Table** in **Section 7, p. 39**.

**B. Equal access:** As discussed in **Section 6, p. 35**, Consortium universities have equal opportunity policies and have made great efforts to encourage participation by underrepresented groups. Women are involved in prominent positions in both CS programs, from faculty to staff levels. The Center at SUNY-P has active ties with the St. Regis Mohawk Indian Reserve, while ME has ties through Pawling in Native Studies with the cross-border Passamaquoddy Indian Tribe. Both universities are handicap accessible, and SUNY-P Director Kirkey is sight-impaired. The Center at SUNY-P recently completed construction of a new stairwell, deck, central entryway, and new dedicated parking slots adjacent to the Center (which meet or exceed ADA standards) to facilitate access for mobility and sight-impaired students, faculty, and members of the general public.

**C. Evaluation plan:** The purpose of the evaluation plan is to assess the levels of Consortium program impact and measure the program's progress in meeting stated program goals. The evaluation plan includes both quantitative and qualitative methodologies that employ formative and summative measures to inform the implementation and success of the initiative. The emphasis of the evaluation will be to generate quantifiable, outcome-measure-oriented data and to provide longitudinal tracking of progress towards goals throughout the project period. Consortium staff will be active partners in reviewing program design, recommending

<b>TABLE: University of Maine-SUNY Plattsburgh NRC on Canada – Consortium Impact</b>		
<i>Key: CS = Canadian Studies, UG = undergraduate, G = graduate students</i>		
ACTIVITY	2010-2014	IMPACT
<b><u>U.S. Faculty</u></b>		
Providing CS professional development/outreach for faculty	1,397 faculty	<i>U.S. faculty increased CS knowledge and content (via Institutes, CONNECT)</i>
<b><u>Consortium Faculty</u></b>		
Faculty devoting 50+% time to CS	20 CS faculty in 15 disciplines	<i>Consortium faculty concentrating their research and teaching in CS</i>
Faculty devoting 25-49% time to CS	15 CS faculty in 16 disciplines	<i>Consortium faculty with considerable research and teaching in CS</i>
Providing support to CS Faculty for Research and Prof. Development	26 CS faculty	<i>Professional development; increased their Canadian-focused scholarship</i>
Disciplines	24 disciplines	<i>Increase in Consortium CS disciplines</i>
Supporting development or improvement of CS courses	16 CS courses created/improved	<i>Direct increase in number of courses &amp; CS content in U/UG course offerings</i>
<b><u>Consortium Students</u></b>		
UG Enrollment in CS Courses	8,253	<i>Enrollment increased by 13%</i>
G Enrollment in CS Courses	292 G students	<i>Increased enrollment by G students</i>
CS Courses Offered	80	<i>UG and G CS Studies Courses</i>
Disciplines Offering CS	26 disciplines	<i>Expansion of disciplinary offerings</i>
UG graduating w/ 15+ CS Credits	175 UG students	<i>Students chose deeper level of CS focus</i>
Disciplines for 4-yr degrees	20 disciplines	<i>Increase of choices for UG students</i>
UG Study Abroad in Canada	170 students	<i>Killam Fellowship Awards and other grants</i>
UG Enrollment in Language Courses	2,016	<i>Consistent enrollment strength</i>
G Enrollment in Language Courses	128	<i>Increased enrollment by G students</i>
Language Courses Offered	49	<i>UG and G French Language Courses</i>
Disciplines for MA	7 disciplines	<i>G students offered several options</i>
MA graduating w/ 15+ CS Credits	15 M.A. students	<i>Consistent graduation rates</i>
Disciplines for PhD	2 disciplines	<i>Specialization for G CS students</i>
PhD graduating w/ 15+ CS Credits	3 Ph.D. students	<i>Producing new CS professors</i>
Placements of UG/G graduates in public/private sectors	121 students	<i>77% full-time; 17% part-time employment; 6% G studies</i>
<b><u>Outreach – Academic/Business/Media/Public</u></b>		
K-16 Outreach – Teacher Training Workshops/Institutes/Conferences	14,500 educators	<i>Training sessions institutionalized CS curriculum content</i>
Providing CS business briefings	645 business members	<i>Training sessions increased CS knowledge in business community</i>
Granting CS interviews: NPR, CBC, NY Times, NBC, CBS, Globe & Mail	43 interviews, CS business/politics	<i>Raised CS profile &amp; knowledge with media and general public</i>
Providing CS lecturers, artists, specialists	6,077 attendees	<i>Raised CS profile &amp; knowledge with local and regional audiences</i>
Providing CS content at museums	25,000 attendees	<i>Raised CS profile with general public</i>
<b><u>Consortium Publications</u></b>		
Books   Chapters   Reviews	14   12   8	<i>Professional presentations of scholarly research by CS faculty increased by 18%</i>
Articles   Conference Papers	27   134	
<b><u>Resources</u></b>		
Leveraged Funds	\$5,523,720	<i>Deepen CS outreach/academic programs</i>
External Grants Secured	\$948,695	<i>38 grants from U.S. &amp; Canada</i>

improvements, and in assessing their own progress. The findings of these analyses and those from various surveys will provide the Principal Investigator (PI) and program staff with formative evaluation and timely participant feedback on emerging program strengths, and areas in need of improvement throughout the grant period.

Ms. Stacy Doore (M.S., Spatial Information Science and Engineering), an independent evaluator with substantial experience in K-12 education and program evaluation, will direct the impact assessment and evaluation for this program. Ms. Doore contributes expertise in program management, evaluation, and educational research. Her current research includes longitudinal tracking of student outcomes through integrated data systems, the evaluation of user experience in K-12 digital learning tools, and the improvement of post-secondary recruitment and retention for underrepresented groups.

Ms. Doore has worked with the PI and the program team to develop the impact and evaluation plan to guide evaluation activities, a general evaluation activities timeline, and establish appropriate indicators to measure progress toward program goals. The evaluation related to the Project-Specific Performance Measures (**Appendix 4**) will be vetted by ME's Institutional Review Board (IRB) for the Protection of Human Subjects, and SUNY-P's IRB for compliance with guidelines for human subjects research (and evaluation) upon funding of this program.

The evaluation plan incorporates both quantitative and qualitative methods and data sources, including focus groups with various stakeholders (K-12 teachers, university and community college faculty, business leaders, media, and the general public), surveys (e.g., Student Program Evaluation Survey), enrollment statistics, course evaluations, and pre- and post-tests. **Appendix 4** outlines the goals and performance measures linked to program activities,

evaluation questions, possible sources of data and evaluation methods that will be used to measure the progress toward the project goals and objectives.

Formative evaluation of the Consortium will begin in Year 1 and continue throughout the grant, providing feedback to refine activities and better measure the impact of program activities on goals, improve communication among stakeholders, and address challenges as they arise. Data collected as part of the formative evaluation will be used to allocate resources, identify alternative approaches, and/or revise program activities in response to emerging student, faculty and outside stakeholder needs. A summative evaluation will occur in the final year of the grant to evaluate how well the project has met its goals and determine the extent of program impact.

The Consortium's evaluation plan addresses the following high-level impact and evaluation criteria:

- 1. To what extent have NRC activities had a significant impact on the university, community, region, and the nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of center resources? (Goals 1-5)*
- 2. To what extent have NRC and FLAS students matriculated into advance language and area or international studies programs or related professional programs? (Goals 3-4, addressing GPRA Measure 4)*
- 3. To what extent will the NRC ensure equal access and treatment for eligible students and other participants who are members of groups that have been traditionally underrepresented (such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly)? (Goal 3, addressing GPRA Measure 4)*
- 4. To what extent does the evaluation plan sufficiently measure program impact using quantifiable and outcome-measure-oriented data? (Goals 1-5)*

5. *To what extent have NRC activities contributed to an improved supply of specialists on Canada as demonstrated by measures of undergraduate and graduate enrollments and placement data?* (Goals 3-4, addressing GPRA Measure 4)

6. *To what degree do activities of the NRC address national needs, and generate information for and disseminate information about Canada to the public?* (Goals 1-5)

In addition, the Consortium's evaluation plan will include the following program activity based evaluation questions (**See Appendix 4, PMFs**):

1. *Is the program team using formative feedback to refine proposed activities?*

(Example: Goal 1 Performance Measures A and B: Are K-12 teachers' feedback and training evaluation results being used to refine the professional development and curriculum resources?)

2. *Has program reached target group and provided necessary support and resources?*

(Example: Goal 2 Performance Measure B: What types of faculty professional development are most effective for Community College/ Professional school faculty at different educational settings and levels?)

3. *Has the project fulfilled its stated NRC goals and over-arching program goal?*

(Example: Goal 3 Performance Measures A and C: How well are the project activities resulting increase number of CS/FR program students at all levels?)

4. *Is the project being implemented effectively and according to schedule?*

(Example: Goal 4 Performance Measure A: In what ways did the NRC improve opportunities and results in post-graduation outcomes?)

5. *Has the project established an effective dissemination plan?*

(Example: Goal 5 Performance Measure A: As a result of improved NRC communication structures (list-serve, webpage, etc.), what types of dissemination connections were established

or strengthened with different stakeholder groups?)

Ms. Doore, working with the evaluation team at SUNY-P, will provide analytic memos and formative feedback at mid-year (February) and a full evaluation report at the end of all four project years. The evaluation team will meet each year with key project personnel to share evaluation results, examine project-specific qualitative and quantitative outcome data, report on progress towards program goals, report on program impact measures and share recommendations. No individuals' names will be used in the reporting to the PI or program staff. The results will be reported in the aggregate so that no individual could be identified or associated with any specific response, comment, or outcome.

In addition to these newly-developed evaluation processes, the Consortium also uses traditional evaluative methods used by universities across the country. These include program self-studies; regular peer reviews of the directors, CS faculty, and professional and support staff; and student evaluations of every CS course. The Consortium will also be evaluated during the project period by an external examiner – Dr. Robert Smith, Dean of the College of Liberal Arts & Social Sciences at Savannah State University (an Historically Black College/University – HBCU) and member of the ACSUS Executive Council. The CS academic program at SUNY-P, which was reviewed in Spring 2009 by Prof. Eagles and Prof. Martin, also undergoes external evaluation every five years.

**D. FLAS Placement Data:** The FLAS program at ME helps attract high quality candidates to the Ph.D. program in History and to the M.A. program in North American French Studies. Since 2010, ME has awarded three doctorates in Canadian History; two of these received AY FLAS support. Two graduates are employed at ME, one as an adjunct at ME (Tijerina), and the other on a tenure-track position (Pawling). The third graduate is about to enter the job market. ME has



also awarded three M.A.s and one M.A.T. in French; students in this program followed a curriculum that is designed around the North American French option. All four received AY and Summer FLAS. In addition, ME awarded one M.Sc. who also received Summer FLAS. The five masters students have gone on to doctoral programs, adjunct lecturing, and teaching at high schools.

**E. Generating and disseminating information:** Consortium activities address national needs and generate information for the public. Although the Consortium does not offer a “critical needs language,” it provides comprehensive training in French, which in FY 2014 is listed as a national need or priority language by the U.S. Dept. of Defense, Dept. Justice, and the Dept. of Health and Human Services. Canada, ranked in FY 2014 by the Dept. of Agriculture as a world region “most vital to the future of U.S. agriculture,” is the principal trading partner of the U.S. (nearly two billion dollars every day), and of 34 individual states. The relevance and importance of Canada to the U.S. is covered in a myriad of ways by the teaching, research, and outreach of the Consortium’s faculty and staff. CS information is generated and disseminated locally, regionally, nationally, and internationally by the Consortium through a regular variety of print and digital mediums including occasional papers, edited journal issues, authored/edited book manuscripts, policy reports, electronic newsletters, and dedicated websites.

**F. FLAS recipients addressing national needs:** ME FLAS graduates have gone into a variety of employments, including government, business, industry, and education. Since 2010, one M.A. FLAS has been a Knauss Marine Policy Fellow at NOAA Fisheries and is about to start a Ph.D. in French; one Summer FLAS student is currently employed as a research assistant at the Africa Center for Strategic Studies, National Defense University; one M.A. FLAS graduate is secretary of ACQS and an adjunct French lecturer; one M.A. FLAS works for the GreenBlue Sustainable

Packaging Coalition; and one Ph.D. FLAS, employed at UM Fort Kent is currently organizing the academic part of the Congrès mondial acadien/World Acadian Congress 2014 in northern ME, New Brunswick, and Québec.

**10. FLAS Awardee Selection Procedures:** ME applies for four academic year (AY) FLAS awards and four Summer FLAS awards in French. Asst. Prof. of French, Frédéric Rondeau, coordinates the Center's FLAS program.

**A. FLAS recruitment and application deadlines:** The recruitment of applicants begins in the fall of each year. Publicity for the award competition and a description of program guidelines appear on the Center's Web site (<http://umaine.edu/canam/graduate-students/foreign-language-and-areas-studies-flas-awards/>). Posters of the Center's graduate financial aid are displayed on campus and at national and regional conferences, including those of the ACQS and ACSUS as well as gatherings of History and French professional associations. Letters to all graduate coordinators are sent in January inviting them to nominate candidates for AY and Summer FLAS awards. Application materials are also available at the Graduate School, at the Canadian-American Center, and from members of the CS faculty. AY FLAS nominations must be received by March 15; awardees are named by April 15. Applications for Summer FLAS awards are expected by April 1. Offers of awards and placement in appropriate intensive French programs are completed in April. FLAS awards are particularly beneficial to the graduate programs (M.A. and Ph.D.) in Canadian History and North American French Studies (M.A.). In the past, awards in both categories have been made to graduate students in the Schools of Economics, the School of Policy and International Affairs and the College of Education. For the upcoming grant period, special attention will be given, in addition, to the College of Business Administration.

**B. Award selection procedures:** Students interested in being nominated for AY FLAS awards alert the graduate coordinator of their department. The faculty member completes a ME Graduate School nomination form and establishes a rank order of nominees from his/her department. The form, along with the candidate's transcript, a cover letter outlining his/her research plans, and a letter of support from the advisor are submitted to the Canadian-American Center office. The Center's Award Selection Committee, consisting of the FLAS coordinator, the Center director, and two graduate faculty members, evaluates the applications based on the following criteria: 1) strength of academic record; 2) demonstrated ability to conduct research; 3) proficiency level in French; 4) commitment to French language study as an integral component of the candidate's program of study; 5) relevance of the research topic to Canadian Studies; and 6) commitment to pursue a public service career. An applicant's level of language proficiency for an AY FLAS is expected to be at the Intermediate High/Advanced level.

Applicants for Summer FLAS awards contact the FLAS coordinator who serves as the student's advisor during the process. Items that are requested as part of the selection process are: documentation of the candidate's proficiency in French; a statement of the relevance of language study to future professional goals; a letter of support from the student's advisor; a graduate transcript; and a plan of study in an approved French immersion program in Canada. A candidate for a Summer FLAS is expected to demonstrate at least Intermediate proficiency in French.

## **11. NRC/FLAS Absolute, Competitive Preference and Invitational Priorities**

Our Consortium effectively meets all NRC priorities.

Absolute Priority: For the *Absolute Priority* of providing teacher training activities on the language and area study/focus of our Centers, please consult the wide array of Consortium activities contained in **Sections 3, 4, 7 and 8**.

NRC Competitive Preference Priority 1:

Our proposed application further details – as set forth in *NRC Competitive Preference Priority 1* – a series of sustained and significant collaborative program activities with several ED designated Minority Serving-Institutions (MSIs) and community colleges. ME will, for example, partner with University of Maine Fort Kent and University of Maine at Presque Isle; both are Minority Serving Institutions (MSI) to plan a Canada-U.S. cross border economic conference, and electronically offer the *Introduction to Canada* course to community colleges in Maine. SUNY-P’s planned CS colloquia and conferences will, throughout the project period, directly involve partnerships with a minimum of four MSIs: the University of Nevada – Las Vegas, the University of Hawaii at Manoa, the University of California – Santa Cruz, and SUNY College at Buffalo.

Participation at the October 2015 “Canada and the American Community College Curriculum” will engage numerous community colleges across the United States. Community college CS curriculum workshops planned by the Consortium at Canadian Consulate Generals will feature partnership with the University of Massachusetts – Boston, the City Colleges of Chicago, the Community College of Denver, and the San Francisco Community College System Office ( all of which are designated MSIs). SUNY-P, itself a Minority-Serving Institution, will also engage in a variety of intra-campus collaborative activities to deepen CS instruction by providing curriculum development grants to faculty to create and deliver new CS undergraduate course offerings. These collective consortium activities will result in the incorporation of CS content into the curriculum and subsequent instructional delivery by faculty at Minority Serving Institutions and community colleges. In addition, our proposed initiatives will provide Title III

and Title V institutions dedicated opportunities to partner with and access the resources available at Title VI NRC institutions.

NRC Competitive Preference Priority 2:

Our Consortium, over the course of the project period, proposes collaborative activities – as requested in *NRC Competitive Preference Priority 2* – with several partners in Canada and the United States. ME will directly collaborate with the Schools of Arts and Science at the University of New Brunswick and Dalhousie University to plan and deliver a 2015 history workshop and subsequent 2016 conference on British North America, 1789-1873. SUNY-P, working with the Bishop’s University School of Arts and Science will convene an annual colloquium on new CS research. SUNY-P will further partner with the School of Education, Health and Human Services at SUNY-P and the North Country Teacher Resource Center to annually provide in-service CS professional development teacher education workshops. Teacher preparation service programs will, in conjunction with the NY State Department of Education and the NY State Council for the Social Studies, also be offered. These pre-service and in-service teacher preparation and certification initiatives designed and implemented by the Consortium and its partners, will support and successfully advance the integration of CS into teacher education in the U.S.

Invitational Priority:

The proposed CS activities of the Consortium also addresses the NRC *Invitational Priority*. SUNY-P’s May 2016 conference “Canada, the United States and the Islamic World,” will squarely focus on social, economic, and political developments in sub-Saharan Africa, South Asia and Southeast Asia, with an aim toward improving understanding of these world regions and societies.

FLAS Competitive Preference Priority 1:

The *FLAS Competitive Preference Priority 1* will be a key criterion in the promotion, screening and award of FLAS grants during the 2014-2018 project period. ME will specifically give preference to FLAS student applicants who have documented a need for financial assistance – as indicated by a students’ proposed family contribution, as set forth under Part F of Title IV of the Higher Education Act. Successful individual applicants for FLAS awards who are accorded such preference must also demonstrate the potential for significant academic achievement, as measured by institutional grades, class ranking and supporting letters of reference.

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

APPLICANT: UNIVERSITY OF MAINE ANNE A. Cannata														
National Resource Center Budget				Year 1 (2014-2015)		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2017-2018)				
				Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY
<b>A. PERSONNEL</b>				14,739		14,739	15,181		15,181	15,181		15,181		15,181
<b>1. Administrative</b>					9,252	9,252		9,437	9,437		9,626	9,626		9,818
a. Accounts Support Specialist, UMaine [Section 1, 6- AP]														
b. Accounts Manager, SUNY-P (20% - 12 months) [Section 1, 6- AP]							3,605		3,605					
<b>2. Area and other instruction</b>				3,946		3,946	4,064		4,064	4,064		4,064		4,064
a. Political Science lecturer for 1 course [Section 3, 8- AP]														
b. Betsy Arntzen, Outreach Coordinator 1 month summer salary [Section 1, 6, 8- AP]														
c. CAN 101 Online Course Development [Section 3, 8, 9- AP, CPP]				1,000		1,000	1,000		1,000	1,000		1,000		1,000
d. CS Course Development [Section 3, 8, 11- AP, CPP]					2,000	2,000		2,000	2,000		2,000	2,000		2,000
<b>SUBTOTAL PERSONNEL</b>				<b>19,685</b>	<b>11,252</b>	<b>30,937</b>	<b>23,850</b>	<b>11,437</b>	<b>35,287</b>	<b>23,850</b>	<b>11,626</b>	<b>35,476</b>	<b>20,245</b>	<b>11,818</b>
<b>B. FRINGE BENEFITS</b>														
<b>1. University of Maine</b>				10,157		10,157	12,354		12,354	12,354		12,354	10,487	
Projected: 51.6% for 2014-15														
Projected: 51.8% for 2015-18														
<b>2. SUNY- Plattsburgh</b>														
Projected: 44% for 2014-18					4,071	4,071		4,152	4,152		4,235	4,235	4,320	4,320
15% for Course Development [Section 1, 6 - AP]					300	300		300	300		300	300	300	300

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

[illegible]



## Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

National Resource Center Budget	Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
5 faculty, travel & per diem @ \$1,500 8 faculty, travel & per diem @ \$1,500 4 faculty, travel & per diem @ \$1,250 [Section 8- AP]				7,500	5,000	7,500				12,500	6,000	12,500
b. American Council for Quebec Studies (ACQS) Conference (in U.S.) 6 faculty, travel & per diem @ \$1,500 4 faculty, travel & per diem @ \$1,000 [Section 8- AP]						9,000		4,000	9,000			4,000
c. Mid-Atlantic and New England Council on Canadian Studies (MANECCS) Conf. 1 faculty, travel and per diem [Section 8- AP]		1,500	1,500					1,500	1,500			
d. Pacific Northwest CS Consortium (PNWCSC) Conf. & Annual General Mtg. 1 faculty/staff travel and per diem [Section 8- AP]		1,500	1,500		1,500	1,500		1,500	1,500		1,500	1,500
e. Western Canadian Studies Association (WCSA) Conference 1 faculty/staff, travel and per diem [Section 8- AP]		1,500	1,500		1,500	1,500		1,500	1,500		1,500	1,500
f. International Studies Association (ISA) Conference 1 faculty, travel and per diem [Section 8- AP]		1,500	1,500		1,500	1,500		1,500	1,500		1,500	1,500
g. Association for International Education Administrators (AIEA) Conference		1,500	1,500			1,500		1,500	1,500		1,500	1,500

## Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

APPLICANT: University of Maine, AKEA, Calicut

National Resource Center Budget	Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
1 faculty, travel and per diem [Section 8- AP]	1,400		1,400	1,400		1,400	1,400		1,400	1,400		1,400
h. Modern Language Association (MLA) Conference 1 faculty, travel and per diem [Section 8- AP]												
i. New England Political Science Association (NEPSA) Conference 1 faculty, travel & per diem [Section 8- AP]	1,500		1,500				1,500		1,500	1,500		1,500
j. Professional Geography Conference 1 faculty, travel & per diem [Section 8- AP]	1,500		1,500	1,500		1,500						
k. American Association for Community Colleges (AACC) Conference 3 faculty, travel & per diem @ \$1,500 [Section 8, 9- AP]	1,500	3,000	4,500	1,500	3,000	4,500	1,500	3,000	4,500	1,500	3,000	4,500
l. National Council for the Social Studies (NCSS) Conference - K-12 outreach 1 staff for meeting, travel & per diem travel & per diem @ \$1,250 [Section 8- AP]	1,250	1,250	2,500	1,250	1,250	2,500	1,250	1,250	2,500	1,250	1,250	2,500
m. American Association of Teachers of French (AATF) Conference 1 faculty travel & per diem [Section 8- AP]		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000

## Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

APPLICANT: UNIVERSITY OF MAINE ANNE A. CANDIA

National Resource Center Budget	Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
n. New England Regional Council (NERC) Teachers K-12 Conference 2 staff travel & per diem @ \$500 [Section 8- AP]	500	500	1,000	500	500	1,000	500	500	1,000	500	500	1,000
o. Middle States Council of Social Studies (MSCSS) K-12 Conference 1 staff travel & per diem [Section 8- AP]		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000
p. New York State Council for the Social Studies (NYSCSS) K-12 Conf. 1 staff travel & per diem [Section 8- AP]		700	700		700	700		700	700		700	700
q. Vermont Alliance for the Social Studies (VASS) K-12 Conference 1 staff travel & per diem [Section 8- AP]		500	500		500	500		500	500		500	500
r. National Council for Geographic Education (NCGE) K-12 Conference 1 staff travel & per diem @ \$1,000 [Section 8- AP]	1,000		1,000	1,000		1,000			1,000	1,000		1,000
s. Consortium faculty exchange 1 faculty travel & per diem [Section 8- AP]	1,000	1,000	2,000	1,000	1,000	2,000	1,000	1,000	2,000	1,000	1,000	2,000
t. Consortium directors meeting Portsmouth, NH 3 faculty and staff travel & per diem 2 faculty and staff travel & per diem	2,500	1,500	2,500 1,500	2,500	1,500	2,500 1,500			2,500 1,500	2,500	1,500	2,500 1,500

## APPLICANT: University of Maine AREA: Canada

APPLICANT: University of Maine AREA: Canada											
Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
National Resource Center Budget											
[Section 8- AP]											
u.	Title VI Conference, Washington D.C. 2 faculty and staff travel & per diem [Section 8- AP]										
	3,000	2,000	5,000								
	26,550	24,950	51,500	21,550	22,450	44,000	22,050	22,950	28,050	23,450	51,500
SUBTOTAL TRAVEL											
D. SUPPLIES											
1.	Library acquisitions (\$2,500 ME- Law Library) [Section 5- AP]										
	11,000	4,000	15,000	11,000	4,000	15,000	11,000	4,000	12,000	4,000	16,000
2.	Library Canadian Periodicals Index Electronic Database Subscription [Section 5- AP]										
	1,500	1,000	2,500	1,500	1,000	2,500	1,500	1,000	1,500	1,000	2,500
3.	Teaching Materials for classroom presentations & outreach [Section 7, 8- AP]										
	500	1,000	1,500	1,000	1,000	2,000	1,000	1,000	1,000	1,000	2,000
4.	Materials for Teacher Resource Center [Section 7, 8- AP]										
	500		500	500		500	500		500		500
5.	Curriculum Development Dossiers K-12/ Community Colleges [Section 7, 8- AP]										
		1,000	1,000		1,000	1,000		1,000		1,000	1,000
6.	Office Supplies [Section 7, 8- AP]										
	1,811	2,000	3,811	4,101	1,500	5,601	2,801	1,400	3,274	1,300	4,574
	15,311	9,000	24,311	18,101	8,500	26,601	16,801	8,400	18,274	8,300	26,574
SUBTOTAL SUPPLIES											

## Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada

APPLICANT: UNIVERSITY OF MAINE ANGLA: Canada										
National Resource Center Budget			Year 1 (2014-2015)		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2017-2018)	
			Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY
<b>E. OTHER</b>										
<b>1. Consortium</b>										
a. American Community College Conference on Canada, Washington D.C. Oct. 2015 [Section 8, 9- AP, CPP]						1,200	4,000	5,200		
b. CS Online National Course for American Community Colleges [Section 8- AP, CPP]				4,112	4,112		2,000	2,000		
c. American Community College CS Curriculum Development Workshops at Canadian Consulates/ AACC Conf. [Section 8, 9- AP, CPP]						1,500	2,500	4,000	1,500	1,500
d. Consortium K-12 Summer Teachers Institute [Section 8- AP, CPP]			7,000	4,000	11,000			7,000	4,000	11,000
e. Consortium Quebec Summer Language Institute [Section 8- AP, CPP]						8,000	2,000	10,000		2,000
f. Consortium Plenary Session at ACSUS & ACQS 1 speaker professional serv @ \$1,000 Travel & per diem @ \$1,000 [Section 8- AP]				1,000	1,000		1,000	1,000		1,000
g. Services fees - Consortium exhibit table conf.: ACSUS, ACQS, NCSS, NERC, MSCSS, VASS, NYSCSS, AACC			3,000	1,500	4,500	2,500	1,500	4,000	2,500	1,500

APPLICANT: University of Maine AREA: Canada

APPLICANT : UNIVERSITY OF MAINE ANCEA Canada													
National Resource Center Budget		Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
		Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
[Section 8- AP]													
h.	Consortium Evaluation Professional Service Fee @\$2,000 Travel & per diem @\$1,000 [Section 9- AP]	6,500	4,945	11,445	6,500	4,945	11,445	1,500	1,500	3,000			
i.	External Evaluation Professional Service Fee @\$6,500 [Section 9- AP]												
2. University of Maine													
a.	UMaine/Univ of New Brunswick History Workshop (2014-15) [Section 8, 11- AP, CPP]	5,000		5,000									
b.	UMaine/Dalhousie University History Conference (2015-16) [Section 8, 11- AP, CPP]				5,000								
c.	UMaine/Univ. of Southern Maine Historical Atlas Workshop (2016-17) [Section 8- AP]							5,000		5,000			
d.	University of Maine Cross-Border Economic Conference (2014-15,2017-18) [Section 8, 11- AP, CPP]	4,000		4,000							5,000		5,000
e.	Canadian Studies Lecture Series Visiting Lecturers												
1.	Professional services for 2 @ \$1,000												
2.	Travel & per diem for 2 @ \$1,500 [Section 8- AP]	5,000		5,000	5,000		5,000	5,000		5,000	5,000		5,000

## Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

National Resource Center Budget	APPLICANT: University of Maine AREA: Canada									
	Year 1 (2014-2015)		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2017-2018)			
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Total
f. Quebec May Term Transportation [Section 8- AP]	1,500		1,500		1,500	1,500			1,500	
<b>3. SUNY Plattsburgh</b>										
a. SUNY-P/McGill University/ACQS Quebec Studies Colloquium [Section 8, 11- AP]		1,500	1,500		1,250	1,250			1,250	
b. SUNY-P/Bishop's University Faculty-Student Colloquium [Section 8, 11- AP, CPP]		2,000	2,000		2,000	2,000		1,750	1,750	1,750
c. SUNY-P/Fulbright Canada/ACSUS Canadian Studies Colloquium October 2015 & October 2017 [Section 8, 11- AP, CPP]					2,500	2,500		2,500	2,500	2,500
d. SUNY-P/Ball State University Conference Canada, the U.S. and the Islamic World May 2016 [Section 8, 11- AP, CPP, IP]					3,500	3,500				
e. SUNY-P/Univ. of California Berkeley / Queen's University Conference October 2016 [Section 8, 11- AP, CPP]							7,424		7,424	
f. SUNY-P/Fulbright Canada/Carleton Univ. Canadian Foreign Policy Conference April 2018 [Section 8- AP]								9,997		9,997

Northeast Consortium on Canada at the University of Maine and SUNY Plattsburgh Budget Request 2014-2018

APPLICANT: University of Maine AREA: Canada												
National Resource Center Budget	Year 1 (2014-2015)			Year 2 (2015-2016)			Year 3 (2016-2017)			Year 4 (2017-2018)		
	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total	Maine	SUNY	Total
g. SUNY-P/McGill University/Bridgewater State University Rotating Distinguished Lecture [Section 8- AP]		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000
h. SUNY-P/Bishop's University Faculty Exchange Program [Section 8- AP, CPP]		2,000	2,000		2,000	2,000		2,000	2,000		2,000	2,000
i. New York State K-12 Professional Development Teachers Workshops Professional services fee & travel [Section 7, 8, 11- AP, CPP]		2,000	2,000		1,846	1,846		1,500	1,500		1,250	1,250
j. New York State CS Curriculum Guide Book [Section 7, 8- AP, CPP]		4,000	4,000									
k. SUNY-P Distinguished Canadian Annual Address [Section 8- AP]		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000
l. Canadian Speakers Series Visiting Scholars program Professional services & travel 2 scholars @ \$500 [Section 8- AP]		1,000	1,000		1,000	1,000		1,000	1,000		1,000	1,000
SUBTOTAL OTHER	32,000	30,057	62,057	29,700	32,791	62,491	30,500	32,119	62,619	28,500	31,442	59,942
TOTAL DIRECT COSTS	103,704	79,630	183,334	105,556	79,630	185,186	105,556	79,630	185,186	105,556	79,630	185,186
INDIRECT COSTS @ 8% *	10,296	6,370	16,666	8,444	6,370	14,814	8,444	6,370	14,814	8,444	6,370	14,814
FLAS TRAINING STIPENDS**	162,000	0	162,000	162,000	0	162,000	162,000	0	162,000	162,000	0	162,000



APPLICANT: University of Maine AREA: Canada

## **National Resource Center Budget**

\* Less Participant Costs plus \$2000

Indirects on SUNY Yr 1 costs (\$25,000)

\*\*[Section 4, 9, 10, 11-AP, CPP]

Appendix 1

Foreign Language and Area Studies Budget Request 2014-2018  
 APPLICANT: University of Maine AREA: Canada LANGUAGE: French

A1-12

FLAS Budget	2014-15	2015-16	2016-17	2017-18
Academic Year FLAS (4) Subsistence Allowance @ 15,000	60,000	60,000	60,000	60,000
Academic Year FLAS (4) Institutional Payment @ 18,000	72,000	72,000	72,000	72,000
Summer FLAS (4) Subsistence Allowance @ 2,500	10,000	10,000	10,000	10,000
Summer FLAS (4) Institutional Payment @ 5,000	20,000	20,000	20,000	20,000
TOTAL	162,000	162,000	162,000	162,000

**INDEX for APPENDIX 2:  
PROFILES FOR PROJECT PERSONNEL**

<u>Name</u>	<u>Institution</u>	<u>Page</u>	<u>Name</u>	<u>Institution</u>	<u>Page</u>
<b><u>FACULTY</u></b>					
<b>ANTHROPOLOGY</b>			<b>EDUCATION, HEALTH, AND HUMAN SERVICES</b>		
ALTAMIRANO	SUNY-P	A2-1	DANIELS	SUNY-P	A2-8
MACDOUGALL	ME	A2-21	<b>SCHOOL OF ECONOMICS (ME)</b>		
MOUNTCASTLE	SUNY-P	A2-23	<b>ECONOMICS AND FINANCE (SUNY-P)</b>		
ROBBINS	SUNY-P	A2-31	CRINER	ME	A2-6
ROBINSON	ME	A2-32	GANDHI	SUNY-P	A2-11
WOLFF	SUNY-P	A2-37	GREGORIOU	SUNY-P	A2-14
<b>ART</b>			QIRJO	SUNY-P	A2-29
ESPOSITO	SUNY-P	A2-10	REED	SUNY-P	A2-29
LINEHAN	ME	A2-20			
<b>BUSINESS MANAGEMENT &amp; MARKETING</b>			<b>ENGLISH</b>		
CHRYSTOSTOME	SUNY-P	A2-4	HALFORD	SUNY-P	A2-15
CHURCH	SUNY-P	A2-5	LUKENS	ME	A2-21
CSIPAK	SUNY-P	A2-7	NORRIS	ME	A2-24
DJERDJOURI	SUNY-P	A2-9	OSTRY	SUNY-P	A2-25
GOTTSCHALL	SUNY-P	A2-12	<b>FRENCH</b>		
HÉROUX	SUNY-P	A2-16	BEAUPRÉ	ME	A2-3
<b>CANADIAN STUDIES</b>			CUSSON	SUNY-P	A2-7
ADCOCK	ME	A2-1	KLEIST	SUNY-P	A2-20
BEAUDREAU	SUNY-P	A2-3	OUEDRAOGO	SUNY-P	A2-26
CODY	ME	A2-6	PALMIERI	SUNY-P	A2-26
HOFFMANN	SUNY-P	A2-16	PELLETIER	ME	A2-27
HORNSBY	ME	A2-17	PINETTE	ME	A2-28
JESKANEN	SUNY-P	A2-18	QUÉGUINER	SUNY-P	A2-28
KIRKEY	SUNY-P	A2-19	RONDEAU	ME	A2-33
PELLETIER	ME	A2-27	SLOTT	ME	A2-34
RICHARD	SUNY-P	A2-30	SMITH, J.	ME	A2-35
SMITH, M.	SUNY-P	A2-35	<b>GEOGRAPHY</b>		
<b>COMMUNICATION &amp; JOURNALISM</b>			HORNSBY	ME	A2-17
GROSSWILER	ME	A2-14	<b>HISTORY</b>		
<b>CRIMINAL JUSTICE</b>			ADCOCK	ME	A2-1
CIOBANU	SUNY-P	A2-5	BEAUDREAU	SUNY-P	A2-3
<b>EARTH AND ENVIRONMENTAL SCIENCE</b>			FERLAND	ME	A2-11
GERVICH	SUNY-P	A2-12	PAWLING	ME	A2-27
MIHUC	SUNY-P	A2-22	RICE	SUNY-P	A2-30
ROMANOWICZ	SUNY-P	A2-32	RICHARD	SUNY-P	A2-30
			RIORDAN	ME	A2-31
			SEE	ME	A2-34
			TIJERINA	ME	A2-36

<u>Name</u>	<u>Institution</u>	<u>Page</u>
<b>NATIVE AMERICAN STUDIES</b>		
PAWLING	ME	A2-27
<b>MUSIC</b>		
SCHERLINE	SUNY-P	A2-33
<b>POLITICAL SCIENCE</b>		
CODY	ME	A2-6
KIRKEY	SUNY-P	A2-19
<b>SOCIAL WORK</b>		
DEPOY	ME	A2-8
GILSON	ME	A2-13
<b>SUPPLY CHAIN MANAGEMENT</b>		
NEUREUTHER	SUNY-P	A2-24
<b>THEATRE</b>		
MEFFERD-CARROLL	SUNY-P	A2-22
<b>WOMEN'S STUDIES</b>		
MODY	SUNY-P	A2-23
OKIN	ME	A2-25
 <b><u>STAFF</u></b>		
ARNTZEN	ME	A2-2
BEATTIE	ME	A2-2
BOUVIER	SUNY-P	A2-4
DOORE	ME	A2-9
FAULKNER	ME	A2-10
GRANGER	SUNY-P	A2-13
HARTNETT	SUNY-P	A2-15
KIMOK	SUNY-P	A2-18
SOTHERDEN	SUNY-P	A2-36

**DR. CHRISTINA ADCOCK (ME)**

**Department:** History/ Canadian Studies

**Tenure Status:** Tenure Track, Assistant Professor of History and Canadian Studies

**Education (Degree):** Ph.D., 2010 University of Cambridge

**Years of Academic Experience:** 3

**International Experience:** Born in Canada, PhD, England; research in Sweden. Graduate training, research activity, organization of workshops, conference presentations, membership in professional associations

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (2), Reading (3), Writing (3), Comprehension (2)

*Latin:* Reading (3)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**CS Courses Taught:** Introduction to Canadian Studies, History of Exploration in North America, Readings in Global Environmental History

**Research and/or Teaching Specialization:** Arctic and Circumpolar History, Canadian History, Environmental History, History of exploration, science and travel

**Recent Publications:** "Many Tiny Traces: Antimodern Anxieties and Colonial Intimacies in the Canadian North." in *Perspectives on the Environmental History of Northern Canada*. eds. Brad Martin and Stephen Bocking. Calgary: University of Calgary Press (forthcoming)

"Toward an Early Twentieth-Century Canadian Culture of Arctic Exploration." in *North By Degree: Arctic Exploration and Its Impact on Society*. eds. Susan A. Kaplan and Robert McCracken Peck. Philadelphia: American Philosophical Society, 2013. 109-41.

"Northern Nations, Northern Natures" in *Environment and Society* 20 (2014): 313-16 (with Peder Roberts; in press).

**Recent Awards/Distinctions:** University of Maine Humanities Initiative Next Step Grant, 2014; Network in Canadian History and Environment Project Grant, 2012; Rutgers Center for Historical Analysis Postdoctoral Fellowship, 2012; Florida State University Postdoctoral Fellowship in the Environmental History and History of Science of the North, 2012

**DR. DEBORAH ALTAMIRANO (SUNY Plattsburgh)**

**Department:** Anthropology

**Tenure Status:** Tenured, Associate Professor, Department of Anthropology, Teaching Faculty in Latin American Studies

**Education (Degree):** Ph.D., 1993 University of California, Santa Barbara

**Years of Academic Experience:** 29

**International Experience:** Research Comparative Cultures, Study of the Americas (Montréal, Canada); International Faculty Development Seminar, Economic Reform, Regional Integration and Democratization in Chile and Argentina; Santiago, Chile; Buenos Aires, Argentina

**Foreign Language Competence:** *Greek:* Speaking (3), Reading (3), Writing (3), Comprehension (4);

*Spanish:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught 100%:** N/A

**Canadian Courses Taught (25% - 99%):** Comparative Cultures, Language & Culture, Women in Cross-Cultural Perspective

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Comparative Cultures, Study of the Americas, Women in Cross-Cultural Perspectives, Political and Social Change, Gender Roles, Latin American Studies

**Recent Publications:** "Life in Debt: Times of Care and Violence in Neoliberal Chile," book review, in *The Times Higher Education*, no. 2,068, pp. 52-53, September 20, 2012; "Repatriating Women: Navigating the Way 'Home' in Neoliberal Chile," in *Lost in the Long Transition: Struggles for Social Justice in Neoliberal Chile*, Rowman & Littlefield Press, pp. 185-197.

**Number of Dissertations/Theses Supervised in the last 5 years:** 1

**Recent Distinctions:** Chancellor's Award for Excellence in Faculty Service (2011); Presidential Research Award (Fall 2008)

**ELIZABETH (BETSY) ARNTZEN (ME)**

**Department:** Canadian-American Center

**Status:** Professional Staff, and Adjunct Faculty

**Education (Degree):** M.A. 1985 State University New York at Oneonta; B.A. 1978 University of Maine; Teaching Certificate 1993-Present K-8, State of Maine

**Years of Academic Experience:** 20

**University Service:** Coordinate Canada Year study abroad program, including two student awards: Killam Fellowship Program, Killam Canadian Fund. Advise College of Education pre-service teachers on Canada units

**National Service:** Co-chair Canada Community special interest group of National Council for the Social Studies

**International Experience:** Canada: research, leading in-country summer institutes for K-12 educators (1999-present), participant, Study Tour to Nunavik (2009), co-lead faculty institute in NL (2003), study and travel in Canada (1976-present). England: exploration, travel (1993, 1998). India: exploration, travel (2012)

**Foreign Language Competence:** 0=none to 4=fluent

French: Speaking (1), Reading (2), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**Courses Taught:** Lecturer for CAN 101 and CAN 101 online

**Research and/or Teaching Specialization:** Create, quality and distribute curriculum methods and content for teaching Canadian Studies (in all subject areas) at elementary and secondary levels; Canadian Geography, History, Language Arts. Provide Canadian Studies Professional Development to U.S. K-12 teachers and librarians.

**Recent Publications:**

Arntzen, Betsy, and Amy Sotherden:

"The Arctic—A Global Hot Spot: Resources for Teaching the Geography of the Contemporary Canadian Arctic." *The Geography Teacher* 8.2 (2011)

Arntzen, Betsy and Amy Sotherden:

"Resources in English for Teaching about Quebec: Annotated Recommendations for Middle and High School Educators"; with A. Sotherden. Occasional Paper on Teaching Canada in the Schools. East Lansing, MI: Michigan State University, Vol. 1, 2008

**DR. MARY ELIZABETH (BETSY) BEATTIE (ME)**

**Department:** Fogler Library

**Status:** Professional Staff, Canadian Studies Librarian

**Education (Degree):** M.L.S. 1968 University of California, Berkeley; Ph.D. (History) 1994 University of Maine

**International Experience:** Canada, France

**Years of Academic Experience:** 25

**Foreign Language Competence:** 0=none to 4=fluent

French: Speaking (2), Reading (3), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**Research and/or Teaching Specialization:** Out-migration from eastern Canada to the United States, especially New England

**Recent Publications:**

"The 'Boston States: Region, Gender and Maritime Outmigration, 1870-1930" in *New England and the Maritime Provinces: Connections and Comparisons*, edited by Stephen J. Hornsby and John G. Reid, 252-263. (Montreal: McGill-Queens University Press, 2005)

"Maritimers in the Boston States" in *The Oxford Companion to Canadian History*, edited by Gerald Hallowell. (Don Mills, ON: Oxford University Press, 2004)

**Recent Distinctions:** Member, American Library Association; Member, Association of College and University Libraries; Member, Association for Canadian Studies in the United States

**DR. SYLVIE BEAUDREAU (SUNY Plattsburgh)**

**Department:** History/Canadian Studies

**Tenure Status:** Tenured, Associate Professor

**Education (Degree):** Ph.D., 1992 York University

**Years of Academic Experience:** 22

**International Experience:** Conseil International des Études Francophones, Montréal, Québec, Canada; Institut d'histoire de l'Amérique française, Québec, Canada

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 90%

**Canadian Courses Taught (100%):** History of Canada to the 1860s, History of Canada from the 1860s, Twentieth-Century Canada, History of Canadian Women, North America and the World

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Association of Canadian Studies in the United States (ACSUS); Member, Canadian Historical Association; Member, Research Consortium/Lake Champlain Basin Program

**Research and/or Teaching Specialization:** Canadian Intellectual and Cultural History; French Canadian Migration to the U.S.; Franco-American Intellectual and Cultural History; Family

**Recent Publications:** "Commemorating a Transnational Hero: The 1909 Celebration of the Tercentenary of the Discovery of Lake Champlain, *Vermont History*, 77, 2 (Summer/Fall 2009), pp. 99-118.

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** FIPSE Course Development Award – North American Mobility Grant (2004); FIPSE Course Development Award – North American Mobility Grant (2003)

**DANIELLE BEAUPRÉ (ME)**

**Department:** Modern Languages and Classics

**Status:** Adjunct Lecturer

**Education (Degree):** M.A., 2011, University of Maine

**Years of Academic Experience:** 3

**International Experience:** Canada: presenting papers, study, travel

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 75%

**CS Courses Taught:** Accelerated French I; Accelerated French II

**Canadian Studies Service:** Secretariat, American Council for Québec Studies (ACQS) (2011-present)

**Research and/or Teaching Specialization:** Acadian Literature; Franco-American studies, Poetry translation

**Recent Publications:**

"On commence à coudre les trous." *Le Forum* (forthcoming).

"Her Words, the Creation." *The Stolen Island Review* 17 (2011): 55-56.

"Identity v Prekdali." *The Stolen Island Review* 17 (2011): 57-58.

**LINDA BOUVIER (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada/Institute on Québec Studies, and Global Education Office  
**Tenure Status:** Accounts Manager, Center for the Study of Canada/Global Education  
**Education (Degree):** Business & Accounting, 1978, Clinton Community College  
**Years of Academic Experience:** 27  
**International Experience:** Conferences in Québec; Departmental Field Trip to Paris  
**Foreign Language Competence:** *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 100%  
**Canadian Studies Courses Taught (100%):** N/A  
**Canadian Courses Taught (25% - 99%):** N/A  
**Canadian Studies Service:** Accounts Manager, Center for the Study of Canada, Institute on Québec Studies, and Global Education  
**Research and/or Teaching Specialization:** Center for the Study of Canada Management of all accounts payable & receivables, conference payments, expense reports, and budgets  
**Recent Publications:** N/A  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** N/A

**DR. ELIE VIRGILE M. CHRYSOSTOME (SUNY Plattsburgh)**

**Department:** Management, International Business & Information Systems  
**Tenure Status:** Tenured, Associate Professor  
**Education (Degree):** Ph.D., 2000 Université Laval  
**Years of Academic Experience:** 17  
**International Experience:** HEC-Montréal, School of Business, University of Montréal (2005-Present); Thunderbird, American Graduate School of International Management (2005)  
**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught (100%):** N/A  
**Canadian Courses Taught (25% - 99%):** International Business Management  
**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Administrative Sciences Association of Canada: International Business Division; Strategic Management Society: Global Strategy Division; Academy of Management: International Management Division; Academy of International Business: Management and Business Policy Divisions  
**Research and/or Teaching Specialization:** International Business; International Management, Strategic Management; Multinational Management; Organizational Behavior; Human Resource Management; Organizational Design  
**Recent Publications:** Managing risks related to foreign direct investments in developing countries, *Revue Perspectives Afrique*, Vol. 1(1): 90-110 (2005); Asymmetrical alliances: reflections on a complex form of cooperation, *International Management*, Vol. 10(1) (2005); Internet and Small Business Internationalization: promises and illusions, *Journal of International Business and Entrepreneurship Development*, Vol. 4(1), p. 15 (2009); The success factors of necessity immigrant entrepreneurs: in search of a model, *Thunderbird International Business Review*, Vol. 52(2) (2009); Immigrant entrepreneurship: scrutinizing a promising type of business venture, *Thunderbird International Business Review*, Vol. 52(2), (2009)  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** Chair, International Business Division, International Conference of Business & Management (2004-2008); Program Chair, International Business Division, ASAC (2005); Chair, International Business Division, Administrative Sciences Association of Canada, ASAC (2006).



**DR. NANCY CHURCH (SUNY Plattsburgh)**

**Department:** Marketing and Entrepreneurship

**Tenure Status:** Tenured; SUNY Distinguished Service Professor      **Education (Degree):** Ph.D., 1987 Concordia

**Years of Academic Experience:** 40

**International Experience:** Canada, Algeria, Mexico

**Foreign Language Competence:** *French:* Speaking (2), Reading (3), Writing (1), Comprehension (4);

*Spanish:* Speaking (3), Reading (4), Writing (2), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (25% - 99%):** Franchising in the U.S. and Canada, International Business, Marketing Research, Principles of Management, Canadian and U.S. Business: A Comparative View, Canadian Entrepreneurship & Innovation

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, University of Guelph, Guelph, Ontario, Canada (Served as External Reviewer), May 2008

**Research and/or Teaching Specialization:** Canadian Business; Tourism Marketing-Domestic and International; Entrepreneurship; Franchising-Domestic and International; Direct Marketing; Consumer Behavior

**Recent Publications:** "Plattsburgh Motor Service: Adapting Channel Strategy to a Changing Environment," in *Marketing Channels: A Management View*, 8<sup>th</sup> edition, Bert Rosenbloom (Cengage), 2012; "MBA Program Accreditation and Advisement," co-authored with Lise Héroux and Greg Gregoriou, *Academic Exchange Quarterly*, 14(3) (2010), pp. 109-114; "Market Basket increased by 1 percent in April," with Maiko Barcomb, *Press-Republican*, May 19, 2013, p. A2; "Market Basket: Food Costs Fell 2 Percent in March," with Maiko Barcomb, *Press-Republican*, April 21, 2013, p. A2; "Market Basket Cost Up 2 Percent in February," with Maiko Barcomb, *Press-Republican*, March 17, 2013, p. A2; "Market Basket Price Down 4 Percent from 1 Year Ago," with Maiko Barcomb, *Press-Republican*, February 17, 2013, p. A2; "Market Basket Up Slightly in December," with Maiko Barcomb, *Press-Republican*, January 20, 2013, p. A2; "Market Basket Galls 2 Percent in November," with Maiko Barcomb, *Press-Republican*, December 16, 2012, p. A2;

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Best Paper Award (w/Lise Héroux) at 30<sup>th</sup> Annual AMA International Collegiate Conference (2008)

**DR. MONICA CIOBANU (SUNY Plattsburgh)**

**Department:** Criminal Justice

**Tenure Status:** Associate Professor

**Education (Degree):** Ph.D., 2005, New School for Social Research, New York

**Years of Academic Experience:** 9

**International Experience:** Canada, Romania, Hungary

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (25% - 99%):** Sociology of Law

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Participant, Québec Summer Seminar organized by the Center for the Study of Canada & Institute on Québec Studies, SUNY Plattsburgh, August 2012

**Research and/or Teaching Specialization:** Sociology of Law, Political Sociology, Human Rights and Justice, Applied Sociology Seminar, Selected Topics in Criminal Justice (transitional justice), East and Central Europe: from Communism to the European Union (Honors Program Seminar)

**Recent Publications:** "Romanian Communism: Reconciliation, Lustration, Memory," (with Cristina Petrescu and Dragoş Petrescu) in *School of Memory 2011*, ed. By Traina Călin Uba, Bucharest: Civic Academy Foundation (in Romania), pp. 509-552 (2012); "Recent Restorative Justice Measures in Romania (2006-2010)," *Problems of Post-Communism*, vol. 60, no. 5, pp. 45-57 (2013).

**Recent Distinctions:** Redcay Research Award for conducting field research in Romania on historical memory, Spring/Summer 2013; Recipient of International Researches & Exchanges Board (IREX) short-term travel grant to conduct field work in Romania funded through Title VIII by the U.S. Department of State; Recipient, Dr. Nuala McGann Affirmative Action/Diversity Leave Program, Fall 2009; Visiting Research Fellow, University of Glasgow, Dept. of Central and East European Studies, November 2009

**DR. HOWARD CODY (ME)**

**Department:** Political Science/Canadian Studies

**Tenure Status:** Tenured, Professor of Political Science and Canadian Studies;

Director of the International Affairs Program

**Education (Degree):** Ph.D., 1977 McMaster University

**Years of Academic Experience:** 34

**International Experience:** Canada: research, presenting papers, study, travel; leading annual CAN 101 student trips to Ottawa

**Foreign Language Competence:** 0=none to 4=fluent:

*French:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**CS Courses Taught:** Canadian Government & Politics; Canadian Foreign Policy; Public Policy in Canada

**Canadian Studies Service:** Editor, *Canadian-American Public Policy* occasional paper series; Director, University of Maine International Affairs program. Association memberships: Association for Canadian Studies in the United States (Executive Committee, 2005-2009), Middle Atlantic and New England Council for Canadian Studies (Secretary, 2000-present), New England Political Science Association Canadian Politics Section, British Association for Canadian Studies (2007-2011).

**Research and/or Teaching Specialization:** Canadian political parties and party systems, Canadian federalism, Canada's Parliament and representation.

**Recent Publications:**

"Is Quebec's Call for Sovereignty Still a Vibrant Force Today?" *E-International Relations*. September 15, 2012 (online journal); "Stephen Harper, Michael Ignatieff, and Canada's Politics of Identity." *Southern Journal of Canadian Studies* 3:1, June 2010, pp. 17-27 (online journal); "Stephen Harper and Canada's Politics of Identity." *New England Journal of Political Science* 4:2, 2010, pp. 344-369 (online journal)

**Number of Dissertations/Theses Supervised in the last 5 years:** 1

**Recent Awards/Distinctions:** Country expert for Canada, Varieties of Democracy project, University of Notre Dame, March 2014.

**DR. GEORGE CRINER (ME)**

**Department:** School of Economics

**Tenure Status:** Tenured, Professor of Economics

**Education (Degree):** Ph.D., 1983 Washington State University

**Years of Academic Experience:** 31

**International Experience:** Canada: Invited Professor at ULaval (Québec City) AY03-04 and 13-14.

Presented papers in Australia, England and Switzerland. Waste management tours in Germany.

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (3), Reading (3), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%

**Canadian Studies Service:** Programs in International Environmental and Agribusiness Management; research to look at trends and marketing of maple syrup in Quebec.

**Research and/or Teaching Specialization:** Waste management, marketing and international trade and other resource issues.

**Recent Publications:** Rémy Lambert, Bruno Lame, Clement Yélu and George Criner. "Regional Differences in Canadian Fish and Meat Demands," *Agribusiness: An international Journal*, forthcoming; Doyon, Maurice, George Criner et Ronald Cotterill. "La production laitière en Nouvelle-Angleterre: un malaise qui perdure," *Le Producteur de Lait Québécois*, April 2205. Pp. 21-24 (milk production in New England: A Difficult Situation that Persists, in *The Quebec Milk Producer*).; Rémy Lambert, George K. Criner et Yannick Rancourt "Concentration, Prix et Pouvoir de Marché dans l'Industrie Alimentaire Canadienne," report final, Fondation Masse. (Market Power, Concentration and Prices in the Canadian Food Industries, final report to the Masse Foundation), March 2005.

**DR. JAMES CSIPAK (SUNY Plattsburgh)**

**Department:** Marketing & Entrepreneurship      **Tenure Status:** Associate Professor, Tenured  
**Education (Degree):** Ph.D., 1992 Université du Québec à Montréal  
**Years of Academic Experience:** 25      **International Experience:** Canada  
**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 45%  
**Canadian Courses Taught (100%):** Canadian Marketing  
**Canadian Courses Taught (25% - 99%):** Principles of Marketing; Entrepreneurship & Intrapreneurship, Marketing Research, Marketing Strategy  
**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Administrative Sciences Association of Canada Tourism Management Division; Member, Scientific Committee of the Third International Conference on the Management of Networked Enterprises; Member, the M.B.A. Association of Québec  
**Research and/or Teaching Specialization:** Marketing Strategy, marketing research, retailing, sales force management, services marketing, entrepreneurship/intrapreneurship  
**Recent Publications:** Marketing Strategies for Bars in the United States and Canada: A Comparative Exploratory Study. *Journal of Foodservice Business Research*, 11(1) (2006); Marketing Strategies of Sugarhouses in the United States and Canada: A Comparative Exploratory Study. *Journal of Foodservice Business Research* (11(1) (2008); Marketing Strategies of Museums in Québec and Northeastern U.S.: An Exploratory Comparative Study. *Revue de Recherche en Tourisme TEOROS*, 7(3), pp. 35-42 (2008)  
**Recent Distinctions:** Best Paper: L'impact des Tactiques et Strategies Relationnelles sur la confiance et l'engagement des Clients Hoteliers: Une Comparaison Canada Etas-Unis, Administrative Sciences Association of Canada (2007); Best Paper: A Comparison of Tourism Bureau Websites in Africa: An Exploratory Study, Administrative Sciences Association of Canada (2007); Faculty Inductee, Entrepreneurship Honor Society (2008)

**DR. MARIE CUSSON (SUNY Plattsburgh)**

**Department:** Modern Languages and Cultures      **Tenure Status:** Associate Professor; Tenured  
**Education (Degree):** Ph.D., 1997 University of Toronto      **Years of Academic Experience:** 29  
**International Experience:** Canada  
**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)  
**Pedagogy Training:** ACTFL (2006); ACTFL Written Proficiency Test Assessment Training (2011)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 90%  
**Canadian Courses Taught (100%):** Elementary French I & II; Intermediate French I & II; Composition et grammaire avancée; Conversation avancée; Le Québec; Études françaises; Études pluridisciplinaires françaises et francophones; Montréal dans la production littéraire et culturelle; Herméneutique littéraire; Semiotique littéraire, Panorama de la littérature française; Théories littéraires  
**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, ACQS; Member, MANECCS; Member, AATF; Member, Canadian Studies Curriculum Committee at SUNY Plattsburgh; Coordinator of French Minor at SUNY Plattsburgh; Member, Courses and Programs Committee at SUNY Plattsburgh  
**Research and/or Teaching Specialization:** Contemporary Québec French Literature, Foreign co-investigator Le Soi et l'autre: L'enonciation de l'identité dans les contextes interculturels, Post-doctoral Fellow, Research at the Center for Broadcasting Studies at Concordia University; Foreign co-investigator, Chaire de recherché en esthétique et poétique, Pierre Ouellet, UQAM  
**Recent Publications:** "La dimension temporelle de la rencontre destinale en milieu urbain: Le cas de la nouvelle <Comme si de rien n'était> de Lise Bissonnette", *The French Review*, Vol. 83, No. 5, April 2010; "Le phénomène de la rencontre desinale: Une etude de trois nouvelles de Sylvie Massicotte." *Portrait d'une pratique vive: la nouvelle au Québec 1995-2010*, dirigé par René Audet et Philippe Mottet, 2013; <L'absence du père dans <Relation> de Michael Delisle> *Voix et Images, Michael Delisle* Sous la direction de Daniel Laforest et Michel Nareau, Vol. 38, numéro 3 (114), 2013.  
**Recent Distinctions:** Member, Individualized Studies Committee (2011-Present); Member, Writing Across the Curriculum Senate Committee at SUNY Plattsburgh (2006-10); Member, Courses and Programs Senate Committee at SUNY Plattsburgh (2007-12); Member, Canadian Studies Academic Program Committee on Courses and Programs (2012-Present).

**DR. EMILY DANIELS (SUNY Plattsburgh)**

**Department:** Education, Health, and Human Services;  
Educational Studies and Services, Teacher Education, MST Program  
**Tenure Status:** Assistant Professor  
**Education (Degree):** Ph.D., 2010, University of Rochester  
**Years of Academic Experience:** 9  
**International Experience:** Québec Summer Seminar, Montréal and Québec City (2012)  
**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught (25% - 99%):** Multicultural Competencies for Educators (2011-Present)  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Social justice in education and society, methods of transformation of society. Stories of hope and healing in historically marginalized communities, racism and resistance, CRT, and storytelling.  
**Recent Publications:** *Fighting, Loving, Teaching: An exploration of hope, armed love and critical urban pedagogies.* The Netherlands: Sense Publishers, October, 2012; *Dangerous Counterstories in the Corporate Academy: Narrating for understanding, solidarity, resistance and community in the age of Neoliberalism.* Charlotte, NC: IAP Publishing, May, 2013; *Racial silences: Exploring and incorporating critical frameworks in the social studies.* *The Social Studies*, 102(5), pp. 211-220, June, 2013.  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**DR. ELIZABETH DEPOY (ME)**

**Department:** Disability Studies and Social Work  
**Tenure Status:** Tenured, Professor of Interdisciplinary Disability Studies and Social Work  
**Education (Degree):** Ph.D., University of Pennsylvania (1988); M.S.W., University of Pennsylvania (1977); O.T.R. Natural Certification (1972); B.S., The State University of New York College at Buffalo (1972)  
**Years of Academic Experience:** 26 years  
**International Experience:** Egypt and Israel  
**Research and/or Teaching Specialization:** Disability Studies, Comparative U.S. and Canada  
**Recent Publications:**  
DePoy, E. & Gilson, S. (2013) Designer disability. In L. Davis. Ed. Disability Studies Reader. London, UK: Routledge.  
Gitlow, L. & DePoy, E. (2013) Evidence-based practice. In H. H. Pendelton (Ed.), *Pedretti's Occupational Therapy*. St Louis, MO: Elsevier.  
DePoy, E., & Gilson, S.F. (2012). *Human behavior theory and applications: A critical thinking approach*. Thousand Oaks, CA: Sage Publications.  
DePoy, E. & Gilson, S.F. (2011) *Studying Disability: Multiple Theories and responses*. Thousand Oaks, Sage.  
DePoy, E. & Gitlin, L (2011) *Introduction to research: Multiple strategies for health and human services* 4th ed. St. Louis, MO: Mosby.  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Awards/Distinctions:**  
Senior Scholar Award, Society for Disability Studies, 2009  
Lifetime Achievement Award, American Public Health Association, Disability Section, October, 2008  
Faculty Fellowship, Society for Peace in the Middle East, Summer, 2008  
University of Maine, Presidential Research and Creative Achievement Award, May 2007.

**DR. MOHAMED DJERDJOURI (SUNY Plattsburgh)**

**Department:** Management, International Business & Information Systems

**Tenure Status:** Tenured, Professor of Management & International Business

**Education (Degree):** Ph.D., 1988 Weatherland School of Management, Case Western Reserve University

**Years of Academic Experience:** 25

**International Experience:** "Strategic Market Expansion in the NAFTA Nations: Part I" Symposium; Capilano College, Vancouver, Canada (2008); "Course Assessment Tools," University of Sharjah, Sharjah, UAE (2006)

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4);

*Arabic:* Speaking (4), Reading (4), Writing (4), Comprehension (4); *North African Dialect (Algerian):* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 35%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada/Institute on Québec Studies; Member, Courses and Programs Committee at SUNY Plattsburgh

**Research and/or Teaching Specialization:** Operations Research/Management Science; Operations Management Information Systems; Statistics

**Recent Publications:** Five entries: "Average Return; Annualized Compound Return; Annualized Standard Deviation; Standard Error and Correlation Coefficient;" *Encyclopedia of Alternative Investments*, G.N. Gregoriou (ed.) ChapmanHall-CRC/Taylor Francis Group (2008); M. Djerdjouri and Hassiba Djema, "Mesure de l'efficacité et pratique du benchmarking," *Revue des Sciences Commerciales*, Vol. 9, pp. 155-164 (2009)

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** SUNY Plattsburgh Chancellor's Teaching Excellence Award (2005); Faculty Inductee, Phi Kappa Phi Honor Society (2008)

**STACY A. DOORE (ME)**

**Department:** Center for Research and Evaluation Research; Independent Evaluator, Evaluation and Research Consulting Services;

**Status:** Professional Staff, Research Associate

**Education (Degree):** M.S. 2010 University of Maine

**Years of Academic Experience:** 15

**International Experience:** Italy, research and study

**Foreign Language Competence:** N/A

**Time Devoted to Canadian Studies teaching, research, or consulting:** 5% as project evaluator

**Recent Publications:**

Doore, B., Mason, C. Doore, S., and Jorgenson, B. Report for the Maine Department of Education. A Review of Performance Evaluation and Professional Growth Systems. *Center for Research and Evaluation, University of Maine*. March, 2013.

Doore, S., Mason, C. and Doore, B. Report for the Maine Department of Education State Longitudinal Data System (SLDS): Student Non-Promotional Mobility: Spatial and Temporal Patterns of Student Mobility in Maine. *Center for Research and Evaluation, University of Maine*. September, 2012.

**CECILIA M. ESPOSITO (SUNY Plattsburgh)**

**Department:** Plattsburgh State Art Museum

**Status:** Director of Art Gallery,

**Education (Degree):** B.A. 1977, The State University of New York College at Plattsburgh

**Years of Academic Experience:** 9

**International Experience:** The Netherlands, England, Italy, Scandinavia

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** Associate of the Center for the Study of Canada; SUNY Plattsburgh Art Museum Exhibition held in collaboration with the Center for the Study of Canada, "Samir Sammoun: Views of Lake Champlain," (May 30, 2009-July 5, 2009), "The exploration of Lake Champlain by Samuel de Champlain in 1609 was celebrated in many ways this quadricentennial year. Plattsburgh State was pleased to present a spectacular group of paintings by Samir Sammoun, a well-known Canadian landscape painter. Samir traveled the eastern and western shores of the lake, capturing broad vistas from both shores;"

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada/Institute on Québec Studies

**Research and/or Teaching Specialization:** Director/Curator for 10,000+ works of art (Canadian art included)

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Member, American Association of Museums (1980-Present); Member, Museum Association of New York State (2007)

**GRETCHEN FEARON FAULKNER (ME)**

**Department:** Hudson Museum

**Status:** Professional Staff, Director of the Hudson Museum

**Education (Degree):** MA 1984, University of Maine

**Years of Academic Experience:** 28

**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%

**Canadian Studies Service:** Direct and curate Arctic and Northwest Coast native collections; oversee teaching and outreach to K-12 teachers and students, and to academic and general audiences.

**Research and/or Teaching Specialization:** Historic Archaeology of the Acadian frontier, Material Culture traditions of the Northeast, especially among the Penobscot, Passamaquoddy, Maliseet and Micmac of Maine.

**Recent Publications:**

"Tree and Tradition: Maine Indian Brown Ash Basketry," *American Indian Art, Spring 2010.*

"Beautifully Beaded; Northeastern Native American Beadwork," (with Nancy Prince and Jennifer Sapiel Neptune), *American Indian Art*, Fall 1998

"The Basketry of Maine," (co-author with Theresa Secord Hoffman), *Indian Artist*, Spring 1998.

"Fort Pentagoet and Castin's Habitation: French Ventures in Acadian Maine" (co-author with Alaric Faulkner) In *American Beginnings: Exploration, Culture, and Cartography in the Land of Norumbega*, edited by Emerson R. Baker *et al*, 217-240. (Lincoln, NE: University of Nebraska Press, 1994)

**DR. JACQUES FERLAND (ME)**

**Department:** History

**Tenure Status:** Tenured, Associate professor of History

**Education (Degree):** Ph.D., 1986 McGill University

**Years of Academic Experience:** 29

**International Experience:** Canada: Born in Québec; Canada: research, presenting papers, study, travel

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 60%

**Canadian Courses Taught (100%):** Colonial Canada; Modern Canada; Canadian Historiography, Borderlands Historiography

**Canadian Courses Taught (25% -99** Amerindians of the Northeast, Native Americans and the American Revolution

**Canadian Studies Service:** Invited Lecturer in CAN 101 (yearly)

**Research and/or Teaching Specialization:** Colonial Canadian History, modern Canadian labor and culture history, Franco-American History, and Native North American History

**Recent Publications:**

“Tribal Dissent or White Aggression? Interpreting Penobscot Indian Dispossession Between 1808 and 1835,”

*Maine History*, Volume 43, number 2 (August 2007), 125-170.

“The Command of Money in Shaw’s Borderlands,” in Stephen J. Hornsby and John G. Reid (eds.), *New England and the Maritime Provinces: Connections and Comparisons* (Montreal: McGill-Queen’s University Press, 2005): 159-174.

“Canadians, Acadians, and Canada: Knowledge and Ethnicity in Labour History,” *Labour/Le Travail* 50 (2002)

**Number of Dissertations/Theses supervised in the last 5 years:** 10

**DR. PREM GANDHI (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada/Institute on Québec Studies

**Tenure Status:** Distinguished Professor Emeritus; Executive Advisor, Special Projects; Tenured

**Education (Degree):** Ph.D., 1973 New School for Social Research

**Years of Academic Experience:** 46

**International Experience:** Canada; India

**Foreign Language Competence:** *French:* Speaking (2), Reading (3), Writing (1), Comprehension (4);

*Hindi:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 85%

**Canadian Courses Taught 100%:** N/A

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Courses and Programs Committee at SUNY Plattsburgh

**Research and/or Teaching Specialization:** American Foreign Economic Policy; Free Trade/Regional Economic Integration (North America, Asia); Foreign Direct Investment and Multinational Corporations; Economic Development (North America, Asia)

**Recent Publications:** “Extra Border Security and Its Impact on Canada-United States Trade and Investment: A Focus on the Québec-Northern New York Corridor”. Co-author, Neal Duffy, in *Journal of Eastern Townships Studies*, Québec Past and Present: An International and Domestic Colloquium on Québec Studies, 41, 2014

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**DR. RICHARD GOTTSCHALL (SUNY Plattsburgh)**

**Department:** Marketing & Entrepreneurship  
**Tenure Status:** Adjunct Lecturer  
**Education (Degree):** Ph.D., 2013 John Molson School of Business, Concordia University  
**Years of Academic Experience:** 8  
**International Experience:** Canada; Macedonia; Montenegro  
**Foreign Language Competence:** *Macedonian*: Speaking (3), Reading (3), Writing (3), Comprehension (3)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught 100%:** N/A  
**Canadian Courses Taught (25% - 99%):** Entrepreneurship & Intrapreneurship  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Entrepreneurship and Intrapreneurship; Principles of Marketing  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** Ph.D., John Molson School of Business, Concordia University (2013)

**DR. CURT GERVICH (SUNY Plattsburgh)**

**Department:** Earth & Environmental Science  
**Tenure Status:** Assistant Professor  
**Education (Degree):** Ph.D., 2010, Virginia Tech University  
**Years of Academic Experience:** 14  
**International Experience:** Canada  
**Foreign Language Competence:** *French*: Speaking (2), Reading (2), Writing (1), Comprehension (4);  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught (25% - 99%):** Nature & Culture  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Environmental Policy, Environmental Leadership, Environmental Conflict & Collaboration, Environmental Governance Networks, Natural Resource Planning, Community Sustainable Development, Environmental Justice, Qualitative Methods  
**Recent Publications:** *Enhancing Frame-Based Conflict Management Practices in Environmental Organizations: A Handbook*, 2013; Aspirational and Attainable Lenses of Sustainability: the roles of different visions of sustainability in organizational decision-making. *International Journal of Environmental, Economic and Social Sustainability*, Common Ground Publishing, 2012; "Exploring Producers', Staff Members' and Board Members' Cognitive Frames on Decision-Making in an Appalachian Organic Farming Venture," *Journal of Rural Social Studies*, 27(1), pp. 52-83, 2012.  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** Audubon Society/Toyota Together Green Fellowship for conservation leadership (2008-2010)



**DR. STEPHEN GILSON (ME)**

**Department:** Center for Community Inclusion and Disability Studies

**Tenure Status:** Tenured, Professor of Interdisciplinary disability Studies; Coordinator of the Center for Community Inclusion and Disability Studies

**Education (Degree):** Ph.D. University of Nebraska

**Years of Academic Experience:** 35

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (-), Reading (-), Writing (-), Comprehension (-)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%

**Research and/or Teaching Specialization:** Health Policy, Access to Health Services, Disability Theory, Diversity Theory.

**Recent Publications:**

DePoy, E., & Gilson, S.F. (in press). Social work disability practice: Applying explanatory legitimacy and disjuncture theory. In K.M. Sowers.

Gilson, S.F. & DePoy, E. (in press). Book Review: Vance, M.L. (Ed.). Disabled faculty and staff in a disabling society: Multiple identities in higher education. Huntersville, NC: Association on Higher Education and Disability. *The Review of Disability Studies: An International Journal*.

**CHERICE G. GRANGER (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada/Institute on Québec Studies

**Status:** Professional Staff, Executive Administrative Coordinator, Center for the Study of Canada

**Education (Degree):** B.S. Psychology (2006) The State University of New York College at Plattsburgh

**Years of Academic Experience:** 22

**International Experience:** Canada; Mexico

**Foreign Language Competence:** *French:* Speaking (1), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught 100%:** N/A

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Executive Administrator Coordinator/Associate, Center for the Study of Canada; Member, American Council for Québec Studies (ACQS); Member, Association for Canadian Studies in the United States (ACSUS)

**Research and/or Teaching Specialization:** psychology; child development

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** N/A

**DR. GREG N. GREGORIOU (SUNY Plattsburgh)**

**Department:** Economics & Finance

**Tenure Status:** Professor of Finance, Tenured

**Education (Degree):** Ph.D., 2004 University of Québec at Montréal

**Years of Academic Experience:** 22

**International Experience:** Canada; England

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** Money and Capital Markets, International Financial Management

**Canadian Studies Service:** Associate at the Center for the Study of Canada; Research Associate, University of Québec at Montréal, 2011-Present

**Research and/or Teaching Specialization:** Finance; Hedge Funds; Risk Management; Stock Markets

**Recent Publications:** "Reconsidering Funds of Hedge Funds", Elsevier 2014, Gregoriou, G.N. (ed.); "Rethinking Valuation and Pricing Models: Lessons Learned from the Crisis and Future Challenges", Elsevier 2012, Gregoriou, G.M., C. When and C. Hoppe (eds.); *The Handbook of Hedge Fund Replication*, Palgrave-MacMillan, 2012;

*Handbook of Short Selling*, Elsevier, 2011, Gregoriou, G.N.; *Best Practices in Management Accounting for Executives*, Palgrave-MacMillan, 2011, Gregoriou, G.N.; "Is It Possible to Overdiversify: The Case for Hedge Funds," with S.J. Brown and R. Pascalau, *Review of Asset Pricing Studies*, Vol. 2, No. 1, 2012, pp. 89-110; "Joint Survival Analysis of Hedge Funds and Funds of Funds Using Copulas," with R. Pascalau, *Managerial Finance*, Vol. 38, No. 1, 2012, pp. 82-100; "Is Greed Still Good: What Have Hedge Fund Managers and Investors Learned from the 2008 Crisis," with F.S. Lhabitant, *The Journal of Wealth Management*, Vol. 14, No. 2, 2011, pp. 42-28.

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**DR. PAUL GROSSWILER (ME)**

**Department:** Communication and Journalism

**Tenure Status:** Tenured, Professor

**Education (Degree):** Ph.D., University of Missouri-Columbia (1990); MA., University of Missouri-Columbia (1976)

**Years of Academic Experience:** 31

**International Experience:** Fulbright Senior Scholar in Communication and Journalism, Department of Journalism, School of Mass Communication, Wuhan University, Wuhan, China

**Canadian Studies Service:** N/A

**Research and/or Teaching Specialization:** International mass communication, media ecology, media culture, Marshall McLuhan.

**Recent Publications:**

*Defending thought we hate: Freedom of expression in changing media environments*, Grosswiler, P. (New York: Peter Lang, forthcoming)

*Old new media: From oral to virtual environments*, Grosswiler, P. (New York: Peter Lang, 2013)

*Transforming McLuhan: Cultural, critical and postmodern perspectives*, Grosswiler, P. (New York: Peter Lang, 2010)

*Method is the message: Rethinking McLuhan through critical theory*, Grosswiler, P. (Montreal: Black Rose Books, 1998)

**TOM HALFORD (SUNY Plattsburgh)**

**Department:** Learning Center  
**Status:** Assistant Director, Writing Specialist  
**Education (Degree):** M.A. English, 2007, Memorial University of Newfoundland  
**Years of Academic Experience:** 6  
**International Experience:** Canada  
**Foreign Language Competence:** *French:* Speaking (2), Reading (4), Writing (2), Comprehension (4);  
**Time Devoted to Canadian Studies teaching, research or consulting:** 100%  
**Canadian Courses Taught 100%:** N/A  
**Canadian Courses Taught (25% - 99%):** N/A  
**Canadian Studies Service:** Associate of the Center for the Study of Canada/Institute on Québec Studies  
**Research and/or Teaching Specialization:** Contemporary Canadian Lit., Creative Writers in Contemporary Canadian Novels, Teaching English as a Second Language  
**Recent Publications:** Halford, Tom; Lynde, Denyse; Ormbsy, Rob, and Quigley, Colleen. "The STAGE Project," *Newfoundland Quarterly*, June 23, 2013: pp. 36-38, Web, August 25, 2013;  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** Graduate Fellowship (2010-Present)

**TIMOTHY HARTNETT (SUNY Plattsburgh)**

**Department:** Feinberg Library  
**Status:** Associate Librarian/Instruction & Reference Services Unit  
**Education (Degree):** M.A. Library Science, 1982, The State University of New York College at Albany  
**Years of Academic Experience:** 29  
**International Experience:** Canada  
**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2);  
**Time Devoted to Canadian Studies teaching, research or consulting:** 50%  
**Canadian Courses Taught 100%:** N/A  
**Canadian Courses Taught (25% - 99%):** N/A  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Library & Information instruction; Taught LIB 105 as part of the Freshmen World Hunger Learning Community; Taught LIB 101 As part of the Freshmen Looking for America Learning Community  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** SUNY-LA (State University of New York Librarians Association) Annual Conference, 2011

**DR. LISE HÉROUX (SUNY Plattsburgh)**

**Department:** Marketing & Entrepreneurship

**Tenure Status:** Professor, Tenured

**Education (Degree):** Ph.D., 1987 Concordia University

**Years of Academic Experience:** 32

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** International Marketing, Principles of Marketing

**Canadian Courses Taught (25% - 99%):** 25%

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Institute on Québec Studies; Member, Canadian Studies Curriculum Committee; Sigma Nu Tau National Honor Society in Entrepreneurship Advisory Board, Vice President, 2010-2014

**Research and/or Teaching Specialization:** Principles of Marketing; International Marketing; New Product Development; Advertising; Business to Business Marketing; Procurement; Consumer Behavior; Sales Force Management; Marketing Research; Marketing Strategy; Business and Society; Rural Tourism Marketing; Marketing Communication/Information Processing; Services Marketing; Américanité; Marketing Education

**Recent Publications:** Héroux, Lise, Ali Hammoutene and Ariel Hattou (2013). "Relationship Marketing in the North American and United Arab Emirates Export Sectors: A Comparative Analysis", *International Colloquium on Relationship Marketing* conference 2013, Rennes, France; Héroux, Lise and Ali Hammoutene (2012). "Relationship Marketing in the American and Canadian Export Sectors: A Matter of Trust", *The American Academy of Business*, Cambridge, Vol. 18, No. 1, pp. 39-46;

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** SUNY Plattsburgh Online Course Development Stipends, two stipends of \$1,500, 2013; Advertising campaigns for local businesses/organizations by students (six clients/year), Judge since 1995, Onyx Advertising Awards, June 2006, May 2012

**DR. PATRICIA HOFFMANN (SUNY Plattsburgh)**

**Department:** Interdisciplinary & Area Studies

**Tenure Status:** Professor, Tenured

**Education (Degree):** Ph.D., 1996, The State University of New York College at Albany

**Years of Academic Experience:** 34

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 50%

**Canadian Courses Taught (100%):** Topics in Canadian Studies: Margaret Atwood/Her Poetry

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Institute on Québec Studies; Member, Canadian Studies Curriculum Committee

**Research and/or Teaching Specialization:** English, Management, Special Topics in Canadian Studies

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Certificate: Quality Matters (SUNY) 2013

**DR. STEPHEN J. HORNSBY (ME)**

**Department:** Anthropology (Geography)

**Tenure Status:** Tenured, Professor; Director, Canadian-American Center

**Education (Degree):** PhD. 1986 University of British Columbia

**Years of Academic Experience:** 30

**International Experience:** - Canada, United Kingdom, and India:

research, presenting papers, study, leading faculty institutes

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (1), Reading (2), Writing (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**Research and/or Teaching Specialization:** Historical Geography of Canada and the U.S.; expansion of Europe overseas

**Recent Publications:**

*Historical Atlas of Maine*, edited by Stephen J. Hornsby and Richard W. Judd. (Orono, ME: University of Maine Press, forthcoming 2014)

“Geographies of the British Atlantic World” in *Britain’s Oceanic Empire: Atlantic Indian Ocean Worlds, c. 1550-1850*, edited by H.V. Bowen, Elizabeth Mancke, and John G. Reid, 15-44, (Cambridge: Cambridge University Press, 2012)

*Surveyors of Empire: Samuel Holland, J.F.W. Des Barres, and the Making of the Atlantic Neptune* (Montreal & Kingston: McGill-Queen’s University Press, 2011)

“Early Modern Canada as Maritime Space” *International Journal of Maritime History* XXI, 1 (June 2009): 287-290

“New England and Canada” in *The Encyclopedia of New England*, edited by Burt Feintuch and David H. Watters, 593-94. (New Haven: Yale University Press, 2005)

*British Atlantic, American Frontier: Spaces of Power in Early Modern British America* (Hanover, NH: University Press of New England, 2005)

Co-Editor with John Reid, *New England and the Maritime Provinces: Connections and Comparisons* (Montreal & Kingston: McGill-Queen’s University Press, 2005)

**Recent Distinctions:** Pierre Savard Award, International Council for Canadian Studies, 2013; John Lyman Book Award, North American Society for Oceanic History, 2012; Publication of the Year Award, Prince Edward Island Museum and Heritage Foundation, 2012; Caird Short-term Fellowship, National Maritime Museum, London, 2006; Clio Award/Regional History Certificate of Merit (Atlantic Canada), Canadian Historical Association, 1992; Canada Research Award, External Affairs Canada, 2005, 1997, 1992, 1990, 1987; Commonwealth Scholarship 1979-1983

**SAMI JESKANEN (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada/Institute on Québec Studies

**Status:** Adjunct Lecturer

**Education (Degree):** M.A., 2010, University of Maine

**Years of Academic Experience:** 11

**International Experience:** Born in Finland; Canada

**Foreign Language Competence:** *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

*Finish:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (100%):** Introduction to Canada, Cultural Geography

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Institute on Québec Studies

**Research and/or Teaching Specialization:** Canadian Studies, Cultural Geography, History, Political Science

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** SUNY Learning Network Training for teaching with online Angel System, 2011; Moodle: Teaching with Moodle trainings for online-based course delivery (2011)

**DEBRA KIMOK (SUNY Plattsburgh)**

**Department:** Feinberg Library

**Status:** Associate Librarian/Special Collections Librarian

**Education (Degree):** M.L.S., 2000, The State University of New York College at Buffalo

**Years of Academic Experience:** 14

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (3)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (25% - 99%):** Intro to Info & Tech Literacy 1

**Canadian Studies Service:** Member, SUNY Plattsburgh Writing Across the Curriculum Committee (2008-2011); Society of American Archivists/Member, Diversity Committee (2010-11); Society of American Archivists/Member, Subcommittee on Mosaic Scholarship Development (2010-11); Associate of the Center for the Study of Canada; Member, Institute on Québec Studies; Member, Society of American Archivists/Archives Management Roundtable (AMRT) Steering Committee (2010-13); SUNY Plattsburgh Faculty Senate (2013-Present); New York Archives Conference (NYAC) Board Chair (2014)

**Research and/or Teaching Specialization:** Special Collections for Canadian Studies; Library Skills; Information & Technology Literacy

**Recent Publications:** Kimok, Debra. "Afterword." *Adirondack Kaleidoscope and North Country Characters*. William J. O'Hern. Cleveland, NY: In the Adirondacks, 2013, pp. 348-349

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** NNYLN Technology Service Improvement Grant: SUNY Plattsburgh Special Collections Digitization of College Yearbooks (2012)

**DR. CHRISTOPHER J. KIRKEY (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada, and Institute on Québec Studies

**Tenure Status:** Director, Center for the Study of Canada, and Institute on Québec Studies

**Education (Degree):** Ph.D., 1993 Brandeis University

**Years of Academic Experience:** 23

**International Experience:** Canada, France, Switzerland, United Kingdom, France, Italy, Germany

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (100%):** Introduction to Canada

**Canadian Studies Service:** Editorial Board, Québec Studies (2010-present); Member, American Council for Québec Studies (ACQS); Member, Canadian Political Science Association; Member, American Political Science Association; Association for Canadian Studies in the United States (ACSUS); Member, Mid-Atlantic and New England Council on Canadian Studies (MANECCS); Member, International Studies Association (ISA); Member, Western Social Science Association (WSSA); Member, Centre Interuniversitaire de Recherche sur les Relations Internationales du Canada et du Québec.

**Research and/or Teaching Specialization:** Professor, Department of Political Science, State University of New York College at Plattsburgh (2002-present); Adjunct Lecturer, Canadian Studies, State University of New York College at Plattsburgh (2012)

**Recent Publications:** Book Chapter – “Smoothing Troubled Waters: The Canada-United States January 1988 Arctic Cooperation Agreement,” in Geir Honneland, editor, *The Politics of the Arctic* (Northampton: Edward Elgar Publishing, Inc., 2014); Journal Guest Co-editor (with Jarrett Rudy & Stephan Gervais), “Memory, Sexuality, and the Transnational: New Scholars in Québec Studies, special issue of *Québec Studies*, Winter 2013; Journal Introduction (with Jarrett Rudy & Stephan Gervais), “Securing the Future: New Scholars in Québec Studies” special issue of *Québec Studies*, Winter 2013; Journal Guest Co-editor (with Cheryl Gosselin), “Québec Past and Present: An International and Domestic Colloquium on Québec Studies” special issue of *Journal of Eastern Townships Studies*, Vol. 41, Fall 2013; Journal Guest Co-editor (with Kenneth Holland), “Canada in Afghanistan,” John W. Holmes issue on Canadian foreign policy, *International Journal*, vol. 68, no. 2, June 2013; Journal Introduction- (with Kenneth Holland), “An evaluation of Canada’s engagement in Afghanistan,” *International Journal*, vol. 68, no. 2, June 2013; Journal Guest Co-editor (with Jarrett Rudy & Stephan Gervais), “New Voices on Québec,” special issue of *Québec Studies*, Fall 2012; Journal Introduction (with Jarrett Rudy & Stephan Gervais), “Fostering New Scholarship on Québec,” special issue of *Québec Studies*, Fall 2012; Journal Guest Co-editor (with Michael Hawes), “Canada in a unipolar world(?): New Directions in Canadian foreign policy,” special issue of *Canadian Foreign Policy Journal*, vol. 18, issue 1, March 2012; Journal Introduction – “Introduction” (with Michael Hawes), *Canadian Foreign Policy Journal*, vol. 18, issue 1, March 2012

**Number of Dissertations/Theses Supervised in the last 5 years:** 1

**Recent Distinctions:** Established SUNY-P Fulbright Distinguished Visiting Scholar Program, (2011); SUNY -P, Institute on Québec Studies-\$20,000 USD, Source: Government of Québec, Ministry of International Relations Institute on Québec Studies Program Initiatives, 2010-11; SUNY-P, Center for the Study of Canada-\$130,000 CAS, Source: Government of Canada, Foreign Affairs Canada CONNECT Program Support, 2011-12; SUNY-P, Institute on Québec Studies-\$30,000 USD, Source: Government of Québec, Ministry of International Relations Québec Research Initiative Grant, 2010-11; Establishment of Fulbright Distinguished Chair in Québec Studies, The State University of New York College at Plattsburgh (2011); SUNY-P, Institute on Québec Studies-\$250,000 USD, Sources: Government of Québec, Ministry of International Relations and Fulbright Canada. Establishment of Fulbright Distinguished Chair in Québec Studies at the Institute, 2012-17; SUNY Plattsburgh, Center for the Study of Canada-\$15,000 USD, Source: The Development Corporation Sponsorship of the Distinguished Canadian Address, 2012; SUNY-P, Center for the Study of Canada-\$130,000 CAD, Source: Government of Canada, Foreign Affairs Canada CONNECT Program support, 2012-13; SUNY-P, Center for the Study of Canada-\$275,000 USD, Source: United States Department of State, Educational & Cultural Affairs Youth Ambassadors Program Canada, 2012-14; SUNY-P, Center for the Study of Canada-\$15,000 USD, Source: The Development Corporation Sponsorship of the Distinguished Canadian Address, 2013; SUNY-P, Institute on Québec Studies-\$20,000 USD, Source: Government of Québec, Ministry of International Relations Institute on Québec Studies Program Initiatives, 2012-13; SUNY-P, Center for the Study of Canada-\$12,275 USD, Source: Embassy of the United States, Ottawa, Canada Support for 2013-14 Youth Ambassadors Program with Canada (2013); SUNY-P, Center for the Study of Canada-\$15,000 USD, Source: The Development Corporation; SUNY-P, Institute on Québec Studies-\$29,000 USD, Source: Government of Québec, Ministry of International Relations Institute on Québec Studies Program Initiatives, 2013-14.

**DR. JURGEN KLEIST (SUNY Plattsburgh)**

**Department:** Modern Languages & Cultures

**Tenure Status:** Professor. Tenured

**Education (Degree):** Ph.D., 1985 University of California, San Diego

**Years of Academic Experience:** 35

**International Experience:** Canada; Africa; Mexico; Germany

**Foreign Language Competence:** *French:* Speaking (1), Reading (2), Writing (1), Comprehension (2);

*German:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 20%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Organizer/Convener of reading and lecture tours in Canada; Coordinator, Literature & Linguistics Minor (2010-Present); Faculty Senator (2010-2011); Member, Honors Council (2012-Present)

**Research and/or Teaching Specialization:** German Literature 19-20<sup>th</sup> Century; German Language and Civilization; Interdisciplinary Studies in the Humanities; History of Philosophy; Film Studies

**Recent Publications:** *Zarans Reise (Erzählung, German Edition)* A journey to three places: La Jolla, Isla Mujeres, and Dublin (2009); *Eine Liebe in Montréal (Gedicht, German Edition)* (2009); *California Dreaming (Screenplay, German Edition)* (2009); *The Cartoonist (Screenplay, American Edition)* By Jurgen Kleist and Petra Hartweg (2009)

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Symposia Organizer "Is your Education in Danger?" 2013; "Kafkaesque"-The Surreal World of Franz Kafka Presentation, Tuesday Reflections, SUNY Plattsburgh, March 9, 2010

**KAREN LINEHAN (ME)**

**Department:** Art

**Status:** Part-Time Faculty

**Education (Degree):** M.A. Boston University, Art History, Museum Studies; B.A., Art Studio and Art History University of Maine, University of Toronto

**Years of Academic Experience:** 10

**International Experience:** Canada

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 50%

**Canadian Courses Taught (100%):** Survey of Canadian Art and Architecture, Modern Canadian Painting, The Group of Seven in Context, 19<sup>th</sup>-Century North American Landscape Painting

**Research and/or Teaching Specialization:**

19<sup>th</sup>-20<sup>th</sup> Century American and Canadian modern visual culture



**DR. MARGARET A LUKENS (ME)**

**Department:** Department of English; Center for Innovation Engineering  
**Professor of English; Director of Academic Programs, Innovation Engineering**  
**Status:** Tenured  
**Education (Degree):** PhD 1991, University of Colorado/Boulder  
**Years of Academic Experience:** 23  
**Foreign Language Competence:** 0=none to 4=fluent  
*French:* Speaking (3), Reading (3), Writing (2), Comprehension (3)  
**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%  
**Canadian Courses Taught (25%-99%):** Stage Left: Reading Playwrights from the Margins; Metissage: The Literature of Mixed Blood Experience; Native American Literature: Establishing Presence – Wabanaki & other Native Am & First Nations literature taught around the central text The Passamaquoddy-Malisset Dictionary (U-Maine Press, 2008)  
**Canadian Studies Service:** Member of the Canadian Studies Executive Committee  
**Research and/or Teaching Specialization:** First Nations/Native American theater; Wabanaki literary History; First Nations/ Native American Literature  
**Recent Publications:**  
“Two World on One Stage: Working in Collaboration to Prevent Encroachment, Appropriation, and Other Maddening Forms of Imperialism,” pp 124-126 in *American Indian Performing Arts: Critical Directions*, Eds. Jaye Darby and Hanay Geiogamah, UCLA American Indian Studies (2009)  
“Native American Literature.” *Oxford Companion to American Literature* ed. Jay Parini. Vol. 3 of 4. New York: Oxford University Press, 2004.  
Edited Book:  
Grandchildren of the Buffalo Soldiers and other untold stories; five plays by William S. Yellow Robe, Jr. Introduction& notes. UCLA American Indian Studies Center 2009.  
**Number of Dissertations/Theses Supervised in the last 5 years:** 11

**DR. PAULEENA MACDOUGALL (ME)**

**Department:** Anthropology  
**Tenure Status:** Director, The Maine Folklife Center  
**Education (Degree):** Ph.D  
**Years of Academic Experience:** 25  
**Foreign Language Competence:** 0=none to 4=fluent  
*French:* Speaking (3), Reading (3), Writing (3), Comprehension (3)  
*Gaelic:* Speaking (2), Reading (2), Writing (2), Comprehension (2)  
*German:* Speaking (1), Reading (1), Writing (1), Comprehension (1)  
*Spanish:* Speaking (2), Reading (2), Writing (2), Comprehension (2)  
*Abenaki:* Speaking (2), Reading (2), Writing (2), Comprehension (2)  
**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%  
**CS Courses Taught:** Folklore of Maine and the Maritimes  
**Research and/or Teaching Specialization:** Northeast Native American and vernacular cultures  
**Recent Publications:**  
*The Penobscot Dance of Resistance: Tradition in the History of a People.* University Press of New England, 2004.  
*Fannie Hardy Eckstorm and Her Quest for Local Knowledge (1865-1946).* Lanham, MD: Lexington Press, 2013.

**DR. SHAWNA MEFFERD-CARROLL (SUNY Plattsburgh)**

**Department:** Theatre  
**Education (Degree):** Ph.D., 2009, University of Missouri  
**International Experience:** Canada  
**Foreign Language Competence:** *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught (100%):** Canadian American Theatre, Canadian Drama  
**Canadian Courses Taught (25% - 99%):** THE/ENG 480 Drama in Performance: The Stratford Experience – Study of Shakespeare, the history of the Stratford Festival, and travel to Stratford, Ontario, to attend the Stratford Shakespeare Festival's performances  
**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Institute on Québec Studies; Participant, Québec Summer Seminar (2012)  
**Research and/or Teaching Specialization:** Acting; Theatre Art Gateway; Script Analysis; American Drama; Canadian Drama; Canadian-American Theatre; Theatre History; Modern Drama; Contemporary Women Playwrights  
**Recent Publications:** "Wedding Rites, God, and Aunt Judy," PRI Radio Slot Machine, WNIN-FM, Evansville, IL; produced by D. Michael and A. Voss; recorded May 22, 2011, aired Fall 2011 (Creative Non-fiction publication); "New Directions in Renaissance Drama and Performance Studies" (Book Review). *Theatre History Studies*, Volume 32, 2012  
**Number of Dissertations/Theses Supervised in the last 5 years:** N/A  
**Recent Distinctions:** 2<sup>nd</sup> Vice Chair, National Playwriting Program (NPP), 2013-present, \*peer-reviewed honor; Cultural Coordinator (Faculty Fellow), Campus-Community Alliance Program, Center for Public Service, Jan 2014-present (CTE director nominated, provost appointed)

**DR. TIMOTHY MIHUC (SUNY Plattsburgh)**

**Department:** Center for Earth and Environmental Science/Lake Champlain Research Institute  
**Tenure Status:** Professor, Earth & Environmental Science; Director, Lake Champlain Research Institute  
**Education (Degree):** Ph.D., 1994 Idaho State University  
**Years of Academic Experience:** 25  
**International Experience:** South Africa  
**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 20%  
**Canadian Courses Taught (25% - 99%):** Aquatic Systems  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Aquatic Systems; Food Web dynamics; Nutrient Cycling  
**Recent Publications:** L.W. Myers, B.C. Kondratieff, T.B. Mihuc and D.E. Ruiter. 2011. "The Mayflies (Ephemeroptera) Stoneflies (Plecoptera), and Caddisflies (Trichoptera) of the Adirondack Park (New York State)". *Transactions of the American Entomological Society* Volume 137, Numbers 1+2, pp. 63-140; Douglas E. Facey, J. Ellen Marsden, Timothy B. Mihuc, Eric A. Howe, 2012. "Lake Champlain 2010: A summary of recent research and monitoring initiatives". *Journal of Great Lakes Research*. 38: pp. 1-5; Justin Ecret and Timothy B. Mihuc. 2013. "Brook Trout (*Salvelinus fontinalis*) Habitat Use and Dispersal Patterns in New York Adirondack Mountain/Headwater Streams". *Northeast Naturalist* 20(1): pp. 19-36; George A. Maynard, Timothy B. Mihuc, Rachel E. Schultz, V. Alex Sotola, Alejandro J. Reyes, Mark H. Malchoff and Danielle E. Garneau. "Use of External Indicators to Evaluate Stress of Largemouth (*Micropterus salmoides*) and Smallmouth (*M. dolomieu*) Bass at Tournaments". *The Open Fish Journal*, 2013 (6): pp. 78-86.  
**Number of Dissertations/Theses Supervised in the last 5 years:** 6  
**Recent Distinctions:** Co-Director, Lake Champlain Sea Grant (2009-present); Board Member, Adirondack Lakes Survey Corporation (2011-present); Guest Editor, *Journal of Great Lakes Research*, special issue on Lake Champlain (2010-12)

**DR. SUSAN LAIRD MODY (SUNY Plattsburgh)**

**Department:** Gender and Women's Studies

**Tenure Status:** Associate Professor

**Education (Degree):** Ed.D., 2002, Rutgers

**Years of Academic Experience:** 41

**International Experience:** Canada; India

**Foreign Language Competence:** *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** Global Gender Issues

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Institute on Québec Studies;

Member, International Studies Association (2011-12); Member, National Women's Studies Association (2011-12);

Participant, Québec Summer Seminar (2012); Member, Society for Applied Anthropology (2013-14)

**Research and/or Teaching Specialization:** Global Gender Issues, Gender in Education, Gender and Science, Gender in India

**Recent Publications:** N/A

**Recent Distinctions:** Ethics Institute Fellowship, The State University of New York College at Plattsburgh, 2009;

Women's Worlds 2011 International Conference, Ottawa, Canada 2011, *Power, Privilege, and Resistance in the*

*Classroom: Reflections on Feminist Pedagogy*; International Studies Association Annual Convention, San Diego,

California, April 1-4, 2012, Roundtable (with B. Welling, L. Parisi, S. Sapra, S. Banerjee): *Decolonizing &*

*Transnationalizing the Feminist IR Classroom*; Society for Applied Anthropology Annual Meeting, Albuquerque,

New Mexico, March 18-22, 2014, "Gang rape, caste and cycles of revenge in India".

**DR. AMY MOUNTCASTLE (SUNY Plattsburgh)**

**Department:** Anthropology

**Tenure Status:** Associate Professor, Tenured

**Education (Degree):** Ph.D., 1997 Rutgers University

**Years of Academic Experience:** 19

**International Experience:** Canada

**Foreign Language Competence:** *Croatian:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 20%

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Middle States Self-Study Working Group: Enhancing the College's Academic Excellence (2011)

**Research and/or Teaching Specialization:** Anthropology of Human Rights; Political Anthropology

**Recent Publications:** 2011. "Obama's War and Anthropology," (with James Armstrong). *Social Justice*, Vol. 37

(2). Summer; 2012. "Komentari" Invited commentary on Lidija Nikočević's article, *Kultura ili baština? Problem*

*nematerijalnosti* (Culture or Heritage? The problem of intangibility) in *Etnološka tribina* 35 (12) 2012 (*Journal of*

*Croatian Ethnological Society*); 2012. "Program Notes: Sacred Dances of Tibet," (with Ljubomir Tot). For the

performance, Sacred Dances of Tibet, the Monks of Ganden Jangtse Tsawa Monastery, April 21, 2012, Giltz

Auditorium; 2013. "Očuvanje nematerijalne kulturne baštine I neizbježnost gubitka: primjer Tibeta," pp. 233-252,

published translation of "Safeguarding Intangible Cultural Heritage and the Inevitability of Loss: A Tibetan

Example," in *Proizvodnja Baštine: Kritičke studije o nematerijalnoj kulturi*. Marijana Hameršak, Iva Pleše I Ana-

Marija Vukušić, eds. Zagreb: Biblioteka nova etnografija.

**Recent Distinctions:** PDIAP Award (\$250) (SUNY Plattsburgh-Joint Labor-Management Review Committee) to attend and present at the Society for Applied Anthropology annual meetings, Albuquerque, New Mexico, March 18-22, 2014

**DR. BRIAN NEUREUTHER (SUNY Plattsburgh)**

**Department:** Supply Chain/Operations Management

**Tenure Status:** Professor, Tenured

**Education (Degree):** Ph.D. 1999; Texas Tech University

**Years of Academic Experience:** 13

**International Experience:** Canada; England; Mexico

**Foreign Language Competence:** *French:* Speaking (1); Reading (2); Writing (1); Comprehension (1)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** Supply Chain Management, Global Operations, Global Supply Chain Strategy

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Productions and Operations Management, Supply Chain Management, Global Operations, Global Supply Chain Strategy, Logistics, Inventory & Warehouse Management, Advanced Operations Management, Statistics I, Statistics II, Quality Management, Management Information Systems, Management Science (Operations Research, Quantitative Methods)

**Recent Publications:** Kenyon, G.N. and Neureuther, B.D. (2012). An adaptive model for assessing supply chain risk. *Journal of Marketing Channels*, 19(2), pp. 156-170; Neureuther, B.D. (2012). Excellence in supply chain and logistics management. *Journal of Marketing Channels*, 19(2), pp. 99-110

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Best Paper Award, College of Teaching and Learning Conference, 2010; Certified Supply Chain Professional (CSCP) – earned in December 2006, renewed in 2011

**DR. KENNETH W. NORRIS (ME)**

**Department:** Canadian-American Center

**Tenure Status:** Tenured

**Education (Degree):** Ph.D. 1980 McGill University

**Years of Academic Experience:** 29

**International Experience:** Canada: research, presenting papers, study, travel Canadian Literature.

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

*Spanish:* Speaking (2), Reading (1), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 33%

**Research and/or Teaching Specialization:** 20<sup>th</sup> Century Canadian poetry and literature.

**Number of Dissertations/Theses Supervised in the last 5 years:** 1

**Recent Publications:**

*Report on the 2<sup>nd</sup> Half of the Twentieth Century: Books 16-22.* (Winnipeg: The uses' Company, 2005)

*Dominican Moon* (Vancouver: Talonbooks, 2005)

*Fifty* (Vancouver: Talonbooks, 2003)

*Hotel Montreal: New and Selected Poems* (Vancouver, Talonbooks, 2001)

*Limbo Road* (Vancouver, B.C.: Talonbooks, 1998)

**DR. MARY OKIN (ME)**

**Department:** Women's Studies, Franco American Studies, Canadian Studies

**Education (Degree):** Ph.D., 2008, University of Maine

**Years of Academic Experience:** 7

**International Experience:** Lived in France for 1 year and Québec for 2 years

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*Spanish:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

*German:* Speaking (2), Reading (4), Writing (2), Comprehension (2)

*Italian:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**Canadian Courses Taught (100%):** French Exploration and Settlement of Maine, 1604-1760; The Acadian Experience: From Exile to Cultural Revival; Acadian History (taught in French); Québec May Term

**Canadian Courses Taught (25% - 99%):** Migrations and Communities

**Research and/or Teaching Specialization:** History of the French in Maine

**DR. ELAINE OSTRY (SUNY Plattsburgh)**

**Department:** English

**Tenure Status:** Assistant Professor

**Education (Degree):** Ph.D., 1998, University of Toronto

**Years of Academic Experience:** 22

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 50%

**Canadian Courses Taught (100%):** Canadian Fiction

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Children's Literature, Young Adult Literature, Fairy Tales, Nineteenth-Century Literature, Dickens

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Managing Editor of the *Saranac Review*, the literary journal housed in the English department, 2010-present

**DR. JEAN OUEDRAOGO (SUNY Plattsburgh)**

**Department:** Modern Languages & Cultures  
**Education (Degree):** Ph.D., 1997 University of Georgia  
**International Experience:** Canada

**Tenure Status:** Chair/Professor, Tenured  
**Years of Academic Experience:** 17

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Pedagogy Training:** ACTFL (2006); ACTFL Written Proficiency Test Assessment Training (2011)

**Time Devoted to Canadian Studies teaching, research or consulting:** 90%

**Canadian Courses Taught (100%):** Elementary French I, Elementary French II, Intermediate French I, Intermediate French II, Advanced French Conversation, La Francophonie: Thème varies, World Literature in Translation, Advanced Grammar and Composition, Études Francophones, Conflict, Culture, and Morality

**Canadian Courses Taught (25% - 99%):** Elementary French I, Elementary French II, Intermediate French I, Intermediate French II, Advanced French Conversation, La Francophonie: Thèmes varies, Études Francophones

**Canadian Studies Service:** Associate of the Center for the Study of Canada; American Council on the Teaching of Foreign Languages (ACTFL); American Association of Teachers of French (AATF); Vice-President of Pays du Nord Chapter (2002-2011); Conseil International d'Études Francophones (CIEF); New York State Association of Foreign Language Teachers (NYSAFLT)

**Research and/or Teaching Specialization:** Contemporary French Literature, Francophone Literatures in Translation, Québec Oral Traditions, Francophone Literatures and Cultures, African Cinema

**Recent Publications:** *Images et mirages des migrations: dans les littératures et les cinémas d'Afrique francophone*, Mémoire d'encrier, 2011; "Voyance et sorcellerie chez Ahmadou Kourouma: un trompe-l'oeil?" in *Le sens du social dans le roman francophone* (Ed.) Justin K. Bisanswa. Paris: Honoré Champion Éditeur, 2011; *Les Soleils des indépendances d'Ahmadou Kourouma*. (Co-author & principal investigator with Saidou Alcény Barry) Paris: Honoré Champion, 2013; *Allah n'est pas obligé d'Ahmadou Kourouma*. (Co-author/principal investigator with Yves Dahouo) Bienne, Switzerland: Le Cipe, 2011

**Recent Distinctions:** Chancellor's Award for Internationalization 2011. Chancellor's Award for Excellence in Scholarship and Creative Activities 2011; U.S. Department Youth Leadership Program with Francophone Africa, 2011-2013.

**DR. DAVID PALMIERI (SUNY Plattsburgh)**

**Department:** Modern Languages and Cultures  
**Education (Degree):** Ph.D., 2007, L'Université de Montréal  
**International Experience:** Canada

**Tenure Status:** Adjunct Lecturer  
**Years of Academic Experience:** 23

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Pedagogy Training:** ACTFL (2006); ACTFL Written Proficiency Test Assessment Training (2011)

**Time Devoted to Canadian Studies teaching, research or consulting:** 50%

**Canadian Courses Taught (100%):** Introduction to Canada

**Canadian Courses Taught (25% - 99%):** Francophone Minority Cultures of North America, Elementary French I, France: Themes Vary, French Practicum, Études Francophones, Le Québec

**Canadian Studies Service:** Member, Editorial Board/Québec Studies; Member, American Council for Québec Studies (ACQS); Member, Association internationale des études québécoises

**Research and/or Teaching Specialization:** French (Reading, Writing, Speaking, & Comprehension); ESL

**Recent Publications:** "The Iceberg Rises and Sinks Again": Elizabeth Bishop's Pneumopathologic Imagination, in *Voegelinian Readings of Modern Literature*, edited by Charles Embry. University of Missouri Press, 2011; "Exploring Mont-Saint-Hilaire," *Northern Exploring Magazine*, 2011; "Québec Posed for Momentous Decision," *The Lewiston (Maine) Sun-Journal* (Sunday Perspectives), 2012; "The Revolt Failed, But the Patriots Won: The National Patriot House of Saint-Denis-sur-Richelieu honors the heroes of the Rebellion of 1837," *Lake Champlain Weekly*, 2013

**Recent Distinctions:** Teacher-Translator, Youth Leadership Program for Francophone Africa. Teacher for thirty students, fifteen from the Ivory Coast and fifteen from Mauritanie in a three-week State Department-funded program for African teenagers, organized by Professor Jean Ouedraogo, SUNY Plattsburgh, 2012; University of Maine "Institut pour professeurs de français," voyage au villages acadiens dans la Vallée du Haut Saint Jean dans le Maine et à travers la Péninsule acadienne du Nouveau-Brunswick, 2013; Participant, "Comparative Perspectives on Teaching Québec Studies: Canada and the United States," SUNY Plattsburgh-Bishop's University 2<sup>nd</sup> Annual Colloquium, 2014

**DR. MICAH PAWLING (ME)**

**Department:** History/ Native American Studies

**Tenure Status:** Tenure Track

**Education (Degree):** Ph.D., 2010 University of Maine

**Years of Academic Experience:** 3

**International Experience:** Canada

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (3), Reading (3), Writing (2), Comprehension (3)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 50%

**CS Courses Taught:** Maine Indian History in the Twentieth Century; Ethnohistory of Native North America

**Research and/or Teaching Specialization:** Nineteenth century First Nation history of eastern Canada

**Recent Awards/Distinctions:** Invited to the Radcliffe Institute for Advanced Study, Harvard University for a seminar on "The Petition in North America."

**DR. RAYMOND PELLETIER (ME)**

**Department:** Modern Language & Classics

**Tenure Status:** Emeritus

**Years of Academic Experience:** 49

**Education (Degree):** Ph.D. 1976 University of Massachusetts/ Amherst

**International Experience:** Canada, France, Spain, Mexico, Sweden, Germany, and England: research, presenting papers, study, leading French-immersion classes and summer teachers' institutes, travel

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*Spanish:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**Canadian Courses Taught (100%):** Introduction to Canadian Studies, Introduction to Canadian Studies Online Readings in Canadian Studies, Francophone Cultures of North America, The North American French Novel, French May Term in Québec City (study/travel course)

**Canadian Courses Taught (25-99%):** Western France (study/travel course), French for Business Multidisciplinary Readings in French, Franco-American Civilization, The North American French Novel

**Canadian Studies Service:** Canadian-American Center. Associate Director and Acting Director; Vice President, President, and Executive Director of the American Council for Québec Studies, Reviewer, Council for the Arts, Association for Canadian Studies in the United States

**Language Proficiency Training:** ACTFL training Dallas, November 1999.

**Research and/or Teaching Specialization:** Methods of Language Teaching, French-Canadian Literature and Civilization, Franco-American Civilization, French Literature

**Recent Publications:**

French translation of *"They would not take me there": People, Places and Stories from Champlain's Travels in Canada 1603-1616* (Orono, ME: Canadian-American Center, 2008). French translation of *Exploratory maps of Saint Croix and Acadia* (Orono, ME: Canadian-American Center, 2005).

**Number of Dissertations/Theses Supervised in the past 5 years:** 1 PhD / 4 MA

**Recent Distinctions:** Scholar in Residence, Institute for Quebec Studies, SUNY Plattsburgh, Spring 2014. ACQS Distinguished Service Award, ACQS Conference, November 2012. Graduate Mentor Award, University of Maine, May 2010. Recipient of the 20/20 Award in Recognition of Extraordinary Vision and Distinguished Performance by the Association for Canadian Studies in the United States (Nov. 2009). Recipient of the Richard Williamson FLAME Leader of the Year Award presented by the Foreign Language Association of Maine (March 2009)

**DR. SUSAN PINETTE (ME)**

**Department:** Franco American Studies/ Modern Languages and Classics

**Tenure Status:** Tenured

**Education (Degree):** Ph.D. 1999, University of California Irvine

**Years of Academic Experience:** 14

**International Experience:** France (91-'93); summer in Canada: research, presenting papers, study, travel

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*German:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

*Spanish:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

*Latin:* Reading (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 25%

**Canadian Studies Courses Taught (25%-99%):** Introduction to Franco-American Studies, People, Places, Past. , Immigration, Yesterday and Today.

**Canadian Studies Service:** Canadian Studies Advisory Board, Member of ACQS

**Research and/or Teaching Specialization:** Franco American Literature

**Recent Publications:**

“‘La Langue est gardienne’: French language and Identity in Franco-American Literature,” /Quebec Studies/ 53 (2012): 45-61.

Review of /Voyages: A Maine Franco-American Reader/. Nelson Madore and Barry Rodrigue, with Corinna Miller and Chase Hébert. Gardiner, ME: Tilbury House, 2007.

Québec Studies/ 48 (Fall 2009/Winter 2010) 163-164.

Review of /The Innocent Victim:A Franco-American Civil War Novel/. Adélar Lambert. tr. Margaret Langford. Bennington, VT: Images from the Past, 2008. /Women in French/ /Studies/ 17 (2009) 207-208.

**DR. MARGARET QUÉGUINER (SUNY Plattsburgh)**

**Department:** Modern Languages & Cultures

**Tenure Status:** Lecturer

**Education (Degree):** Ph.D., 2013, McGill University

**Years of Academic Experience:** 25

**International Experience:** Canada; France

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Pedagogy Training::** ACTFL Oral Proficiency Interview Assessment Workshop (2006); ACTFL Written Proficiency Test Assessment Training (2011)

**Time Devoted to Canadian Studies teaching, research or consulting:** 75%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** 50%

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Vice-President, Pays du Nord Chapter of the American Association of Teachers of French (AATF); Member, New York State Association of Foreign Language Teachers (NYSAFLT); Member, American Council on the Teaching of Foreign Languages (ACTFL); Member, Modern Languages Association; Member, American Association of Courses for Teacher Education

**Research and/or Teaching Specialization:** Teaching beginning, intermediate composition and conversation French language courses; Hosting French teaching assistants completing practicum; Teaching foreign language methodology to future French, Spanish, and ESL educators

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Delta Kappa Gamma Inductee, 2011; Pi Delta Phi Inductee, 2013; DSI Merit, SUNY Plattsburgh, 2011/2013; Certificate of Appreciation in Academic Advising, SUNY Plattsburgh, 2013



**DR. DHIMITRI QIRJO (SUNY Plattsburgh)**

**Department:** Economics & Finance

**Tenure Status:** Assistant Professor

**Education (Degree):** Ph.D., 2010, Florida International University

**Years of Academic Experience:** 4

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** International Trade and Finance

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** International Trade and Economics of Immigration; Industrial Organization, Political Economy, Microeconomics, Macroeconomics, Business Statistics I

**Recent Publications:** "Immigration and Entrepreneurship in the USA," with Elie Chrysostome and Dmitriy Krichevskiy, Working Paper, SUNY Plattsburgh, Department of Economics & Finance, January 2014

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Dissertation Year Fellowship, Florida International University (2010); Post-Doctoral Research and Teaching Fellow, University of British Columbia (July 2010 - July 2012)

**DR. COLIN READ (SUNY Plattsburgh)**

**Department:** Economics & Finance

**Tenure Status:** Professor; Tenured

**Education (Degree):** Ph.D. 1988, School of Graduate Studies and Research, Queen's University

**Years of Academic Experience:** 31

**International Experience:** Canada, China, Singapore, Morocco, Peru, Belize, Guatemala, Mexico, Indonesia

**Foreign Language Competence:** *French:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research or consulting:** 25%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** Money and Banking

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Meeting Facilitation, Academic and Community Leadership, Economic Analysis, Economic Development

**Recent Publications:** Bloomberg.com and *ABA Banker's Journal* columnist; Monthly appearances on *Mountain Lake Journal* since 2007; Author of more than thirty journal articles and chapters; Author of a dozen books in global finance; Weekly column in *Press Republican* since 2008; Author of numerous regional economic analyses

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** SUNY Plattsburgh Celebration of Scholarship (2012)

**DR. JAMES D. RICE (SUNY Plattsburgh)**

**Department:** History

**Tenure Status:** Professor. Tenured  
**Years of Academic Experience:** 21

**Education (Degree):** Ph.D., 1994 University of Maryland

**International Experience:** Canada; Germany; Austria; France

**Foreign Language Competence:** *French:* Speaking (3), Reading (3), Writing (3), Comprehension (3);

*German:* Speaking (2), Reading (2), Writing (2), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research or consulting:** 50%

**Canadian Courses Taught (100%):** First Nations of Canada

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Native American and Indigenous Studies Association (NAISA); Member, Network in Canadian History and Environment (NiCHE); Canadian Studies Curriculum Committee (2009-present)

**Research and/or Teaching Specialization:** Colonial British America; The Amer. Revolution; Topics in First Nations/Native American Studies; The Amer. West; The Pacific Northwest; U.S., Western, and World Civilization

**Recent Publications:** "Author's Reply." Response to Robbie Ethridge, review of "Nature and History in the Potomac Country: From Hunter-Gatherers to the Age of Jefferson", in *Reviews in History*, 2010; "Into the Gap: Ethnohistorians, Environmental History, and the Native South." *Native South*, 2011; "Environment." In Karen Kupperman, ed., *American Centuries: The Ideas, Issues, and Trends that Made U.S. History, Volume One: The Sixteenth Century*, MTM Publishing, 2011; "Bacon's Rebellion" In Matthew Gibson, ed., *Encyclopedia Virginia*, 2011; "Environment." In John Demos, ed., *American Centuries: The Ideas, Issues, and Trends that Make U.S. History: Volume Two: The Seventeenth Century*, MTM Publishing, 2012; "Tales from a Revolution: Bacon's Rebellion and the Transformation of Early America", Oxford University Press, 2012; "Paramount Chiefdoms." In Joseph C. Miller, ed., *The Princeton Companion to Atlantic History*, Princeton University Press, 2014;

**Number of Dissertations/Theses Supervised in the last 5 years:** 2

**Recent Distinctions:** Scholar-in-Residence, Virginia Foundation for the Humanities (2010); Mellon Research Fellowship, Virginia Historical Society (2011); Carson Fellow, Rachel Carson Center for Environment and Society, Ludwig-Maximilians-Universität, Munich (2012); Scholar-in-Residence, Patrick Henry Writing Fellowship, C.V. Starr Center for the Study of the American Experience, Washington College (2014-15)

**DR. MARK P. RICHARD (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada, and Institute on Québec Studies, and History

**Tenure Status:** Tenured, Professor, Canadian Studies/History

**Education (Degree):** Ph.D., 2001 Duke

**Years of Academic Experience:** 30

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (100%):** Introduction to Canada, Borderland & Migration History: Can/US, Strangers in the Land: Can/US, Québec/US: Franco-American History & Culture

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Association for Canadian Studies in the United States (ACSUS); Vice-President/Secretary, American Council for Québec Studies (ACQS); Member, American Historical Association; Member, Immigration and Ethnic History Society

**Research and/or Teaching Specialization:** Colonial Canada, Canada since Confederation, Québec History, Québec Diaspora in New England, North American Francophone Literature. North American Francophone Literature, History of Migration in North America, U.S. Immigration and Ethnic History, U.S. History

**Recent Publications:** "Crossing Borders: Transnational Migration as a Theme of Canadian Studies," in Christl Verduyn and Jane Koustas, eds., *Canadian Studies: Past, Present, Praxis*, Fernwood Publishing, 2012; "French-Canadian Americans," in Carlos E. Cortés, ed., *Multicultural America: A Multimedia Encyclopedia*, vol. 2, SAGE Reference, 2013; "'Not Foreigners but Americans,': A Case Study of French-Canadian Descendants in Lewiston, Maine," *Je Me Souviens*, a publication of the American-French Genealogical Society, 36:1, 2013; "Canadian History in a North American Context," with John Herd Thompson, in Patrick James and Mark Kasoff, eds., *Canadian Studies in the New Millennium*, Toronto: University of Toronto Press, 2013.

**Recent Distinctions:** Research grant, Québec Government Office in New York (2012); Research grant, SUNY-P Office of Sponsored Research (2012); Course development grant, SUNY-P Center for the Study of Canada (2012); Course development grant, Ministry of International Relations, Government of Québec (2012)

**DR. LIAM RIORDAN (ME)**

**Department:** History

**Tenure Status:** Tenured

**Years of Academic Experience:** 16

**Education (Degree):** Ph.D. 1996, University of Pennsylvania

**International Experience:** Research in Canada, England, and Scotland (Fulbright Scholar)

**Foreign Language Competence:** *Spanish:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 20%

**Canadian Studies Courses Taught:** HTY 420

**Research and/or Teaching Specialization:** Early American history, Colonial British North America, American Revolution, British Atlantic

**Recent Publications:** *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era* book manuscript of essays being reviewed by, and under contract with, the University of Toronto Press, co-edited with Jerry Bannister (Dalhousie University). "Pennsylvania German Taufscheine and Revolutionary America: Cultural History and Interpreting Identity" in Jan Stievermann and Oliver Scheiding, eds., *A Peculiar Mixture: German-Language Cultures and Identities in Eighteenth-Century North America* (Pennsylvania State University Press, 2013), 246-273. "Is there an 'Urban History' of the American Revolutionary City?", review essay assessing the state of preindustrial American urban history, solicited by Timothy Gilfoyle (Loyola University Chicago), associate editor, *Journal of Urban History* 37 (November 2011), 1019-1025

**Number of Dissertations/Theses Supervised in the last 5 years:** Ph.D. 4; MA 8

**Recent Distinctions:** Fulbright Scholar Award, University of Glasgow; United Kingdom-United States Fulbright Commission, January-July 2012 ;Curriculum Development Grant, Canadian-American Center, University of Maine, spring 2011; Instructional Technology Faculty Stipend, Faculty Development Center, U Maine, summer 2011

**DR. RICHARD H. ROBBINS (SUNY Plattsburgh)**

**Department:** Anthropology

**Tenure Status:** University Distinguished Teaching Professor; Tenured

**Education (Degree):** Ph.D., 1970 University of North Carolina

**Years of Academic Experience:** 42

**International Experience:** Canada; Scotland

**Foreign Language Competence:** N/A

**Time Devoted to Canadian Studies teaching, research or consulting:** 20%

**Canadian Courses Taught (100%):** N/A

**Canadian Courses Taught (25% - 99%):** Naskapi Culture in Québec, Social and Economic History of Acadia, New Brunswick; The Cree and Political change; Religious Communities, World-systems and the expansion of capitalism: social History of science and the sociology of knowledge, Technology and Society.

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Religious communities; World-systems and the expansion of capitalism; Social history of science and the sociology of knowledge; Technology and Society; Anthropological study of belief systems; Teaching and the use of group-inquiry in the classroom; Technology in Teaching

**Recent Publications:** "Tulip Bulbs and Bursting Bubbles." *Anthropology Now*, vol. 2, no. 1, pp. 21-31, 2010; "Global Problems and the Culture of Capitalism," 5<sup>th</sup> edition, Pearson Publishing, 2011; *Cultural Anthro.* Cengage/Wadsworth, 2011; "Neoliberalism, Race and Racism," *Encyclopedia of Race and Racism*, 2<sup>nd</sup> edition, edited by Patrick Mason, Cengage Publishers, 2012; *Cultural Anthropology: A Problem Based Approach*, 6<sup>th</sup> edition, Cengage Publishers, 2012; Reflections on Robert Gordon's "Going Abroad: Traveling Like an Anthropologist and international study programs," *General Anthropology Bulletin* of the General Anthropology Division of the American Anthropological Association, 2012; *Cultural Anthro*, 2<sup>nd</sup> edition, with Rachel Dowty, Cengage/Wadsworth, 2013; "Coffee, Fair Trade, and the Commodification of Morality," *Reviews in Anthropology*, 42:4, pp. 243-263, 2013; *Global Problems and the Culture of Capitalism*, 6<sup>th</sup> edition, Pearson, 2014; "Rites of Passage: Male," (with James Armstrong). *Encyclopedia of Human Sexuality*. Edited by Pat Whelehan and Anne Bolin, Wiley-Blackwell, 2014; "Debt and the Monetary Foundations of Inequality," *Anthropology News*, 55, 2014

**DR. BRIAN S. ROBINSON (ME)**

**Department:** Anthropology and Climate Change Institute  
**Tenure Status:** Tenured  
**Education (Degree):** Ph.D. Brown University  
**Years of Academic Experience:** 10  
**Foreign Language Competence:** *Spanish:* Speaking (1), Reading (1), Writing (1), Comprehension (1)  
**Time Devoted to Canadian Studies teaching, research, or consulting:** 20%  
**Research and/or Teaching Specialization:** Archaeology of the Maritime Peninsula  
**Recent Publications:**  
Robinson, Brian S. in press, "Ritual and Archaeological Visibility in the Far Northeast of North America". For the *Oxford Handbook of the Archaeology of Ritual and Religion*. Oxford University Press.  
Brian S. Robinson in press "Bull Brook and Debert: the Original Large Paleoindian Sites in Northeast North America." In *Ta'n Wetapeksi'k: understanding from Where We Come*. Eastern Woodland Publishing, Truro, Nova Scotia.  
Robinson, Brian S., Jennifer C. Ort, William E. Eldridge, Adrian L. Burke and Bertrand G. Pelletier, 2009, Paleoindian Aggregation and Social Context at Bull Brook. *American Antiquity* 74(3):423-447.  
Robinson, Brian, George Jacobson Jr., Martin Yates, Arthur Spiess and Ellen Cowie, 2009, "Atlantic Salmon, Archaeology and Climate Change in New England" *Journal of Archaeological Science* 36:2184-2191.  
Robinson, Brian S., 2008, "Archaic Period Traditions of New England and the Northeast". In the New Archaic: Special Issue of the *SAA Archaeological Record* 8(5):23-26. Society for American Archaeology, Washington, DC.

**Recent Distinctions:**

2005, MAPI grant "An Archaeological Coastal Research Program at the University of Maine" submitted With Lisa K. Neuman (Anthropology and Native American Studies). Funding for three years of summer field school on the Gulf of Maine, through The Maine Academic Prominence Initiative.  
In 2008-2010 the field school has been conducted in cooperation with the Passamaquoddy Petroglyph Project in Machias, Maine where we are excavating a 17<sup>th</sup> century French and Passamaquoddy site.

**DR. EDWIN ROMANOWICZ (SUNY Plattsburgh)**

**Department:** Earth and Environmental Science  
**Tenure Status:** Associate Professor; Tenured  
**Education (Degree):** Ph.D. 1993, Syracuse University  
**Years of Academic Experience:** 20  
**International Experience:** Canada; France  
**Foreign Language Competence:** *French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)  
**Time Devoted to Canadian Studies teaching, research or consulting:** 25%  
**Canadian Courses Taught (100%):** N/A  
**Canadian Courses Taught (25% - 99%):** 25%  
**Canadian Studies Service:** Associate of the Center for the Study of Canada  
**Research and/or Teaching Specialization:** Hydrogeology, Wetland Hydrology, Methane Transport, Chemical equilibrium modeling, Groundwater Flow Modeling, Transport Modeling, Environmental Geology, Groundwater/Surface Interactions; Introduction to Physical Geology, Environmental Geology, Hydrology, Groundwater Hydrology, Structural Geology, Geology Seminar  
**Recent Publications:** Bourgeau-Chavez, L., Smith, K.B., Brunzell, S.M., Kasischke, E.S., Romanowicz, E.A., Richardson, C.J. Remote monitoring of regional inundation patterns and hydroperiod in the greater Everglades using synthetic aperture radar, *Wetlands*, 25:1, pp. 176-191 (2005); Mihuc, J.R., Mihuc, T.B., Woodcock, T., Romanowicz, E.A., Jackson, T., Spring, K., Tran, C., Welch, D., and Myers, L. Composition of stream benthic macroinvertebrate assemblages in managed and preserve Adirondack (New York, U.S.A.) headwater catchments, *Verh. Internat. Verein. Limnol.*, 29, 1921-1924 (2006); Woodcock, T., Mihuc, T.B., Romanowicz, E.A., and Allen, E. Land-use effects on catchment-and patch-scale habitat and macroinvertebrate responses in the Adirondack Uplands, *American Fisheries Society Symposium*, 48, 395-411 (2006); Romanowicz, E.A., and Richardson, C.J. Geologic setting and hydrology gradients in the Everglades in *The Everglades Experiments: Lesson for Ecosystem Restoration*, C.J. Richardson (editor), *Ecological Studies* 201, Springer Verlag: New York, pp. 167-190 (2008)

**DR. FRÉDÉRIC RONDEAU (ME)**

**Department:** Modern Languages and Classics

**Tenure Status:** Tenure Track (first year)

**Education (Degree):** Ph.D., 2012 McGill University

**Years of Academic Experience:** 3

**International Experience:** Born in Québec; research in France

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 100%

**CS Courses Taught:** Topics in French: Issues in Contemporary Francophone Culture, North American French

Novel, Readings in Francophone Literature, Advanced Topics in French

**Canadian Studies Service:** Member of the American Council for Quebec Studies, Associate Member of the Centre de recherche en littérature et en culture québécoises (CRILCQ), Associate Member of the Centre d'archives Gaston-Miron (CAGM), Member of the Association internationale des études québécoises

**Research and/or Teaching Specialization:** 20<sup>th</sup> Century Quebec Literature and Culture; Francophone Literature of North America; Counter-Culture (transnational perspective); Post-68 Literature, Culture, and Politics.

**Recent Publications:**

« Une plus grande fatigue encore. La contre-culture de Victor-Lévy Beaulieu », in Dossier « Politiques de Victor-Lévy Beaulieu », Les cahiers Victor-Lévy Beaulieu, Alexis Lussier and Karine Rosso (dir.), Nota bene, Québec, 2013, p. 43-63.

Gilles Dupuis and Frédéric Rondeau (dir.), Dossier « Actualité de Parti pris », Spirale, no 246, Autumn 2013, p. 31-65.

**Recent Awards/Distinctions:** 2014 Nominated for the Prix d'excellence de la SODEP (Société de développement des périodiques culturels québécois) for the Dossier « Actualité de Parti pris », Spirale, no 246, Autumn 2013, in the category « Journalisme culturel pour le Prix Dossier ou reportage ». Awaiting for results; 2011– 2012 : Postdoctoral Fellowship SSHRC (Social Sciences and Humanities Research Council of Canada)

**JANINE SCHERLINE (SUNY Plattsburgh)**

**Department:** Music & Theatre

**Tenure Status:** Adjunct Lecturer

**Education (Degree):** M.A. 1996, Concordia University

**Years of Academic Experience:** 21

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (3), Reading (3), Writing (2), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (100%):** Music in Canadian Cultures

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Canadian Music; Teaching private clarinet lessons to undergraduate students; Facilitate/Instruct College-wide Clarinet Choir performances

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** Recipient, Center for the Study of Canada Course Development Grant, 2010

**DR. KATHRYN SLOTT (ME)**

**Department:** Modern Languages and Classics

**Tenure Status:** Tenured

**Education (Degree):** Ph.D. 1980, University of Pennsylvania

**Years of Academic Experience:** 38

**International Experience:** N/A

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*Spanish:* Speaking (2), Reading (3), Writing (2), Comprehension (3)

*German:* Speaking (1), Reading (2), Writing (1), Comprehension (2)

*Italian:* Speaking (1), Reading (3), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 75%

**Canadian Studies Courses Taught (100%):** Quebec Poetry, Quebec Theatre

**Canadian Studies Service:** Canadian-American Executive Committee

**Research and/or Teaching Specialization:** 19th and 20th century continental French literature; Québec poetry; Québec theater; Québec writer Anne Hébert; Québec cinema; French Cinema.

**Number of Dissertations/Theses Supervised in the last 5 years:** 1 M.A. theses

**DR. SCOTT W. SEE, LIBRA PROFESSOR (ME)**

**Department:** History

**Tenure Status:** Tenured

**Education (Degree):** Ph.D. 1984, University of Maine

**Years of Academic Experience:** 31

**International Experience:** Canada, Scotland, Ireland, Russia: research, presenting papers, study, travel

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (1), Reading (3), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 90%

**Canadian Courses Taught (100%):** History of Modern Canada, Seminar in the History of Canada and the United States, Canadian Nationalism and Myths, Historiography of the Northeastern Borderlands

**Canadian Courses Taught (25%-99%):** Violence in North American History

**Canadian Studies Service:** Canadian Historical Association; Association for Canadian Studies in the United States; Middle Atlantic and New England Conference of Canadian Studies; *Acadiensis* [Journal of the History of the Atlantic Region]. Editorial Board. (1998 to date.); *The American Review of Canadian Studies* [Journal of Association for Canadian Studies in the United States]. Editorial Board. (2003 to date)

**Research and/or Teaching Specialization:**

*Research:* History of Canada; History of collective violence in Canada; History of Atlantic Region; History of nationalism and myths in Canada

*Teaching:* Pre- and Post-Confederation Canada; Canadian-American History, History of the Northeastern Borderlands; History of Nationalism and Myths in Canada

**Recent Publications:**

*Affront to Peace and Order: Collective Violence in Nineteenth-Century Canada.*

Toronto: University of Toronto Press. [under contract; scheduled publication date 2015]

*The History of Canada.* 2<sup>nd</sup> edition. Amenia, NY: Grey House Publishing, 2010

**Number of Dissertations/Theses Supervised in the last 5 years:** 4 – M.A., 10- Ph.D.

**Recent Distinctions:** Fulbright Research Chair. “Public Memory and the Construction of Canada’s ‘Peaceable Kingdom’ Ideal.” Dalhousie University, Halifax, Nova Scotia, Canada. Nine Months: 2013-2014; Visiting Professor of History. Department of History, Dalhousie University. 2013-2014; Director, Maine Humanities Initiative, University of Maine. 2010-2012; University of Maine PRE-VUE Grant. 2012 [Lead Author: “University of Maine Humanities Center: Humanities for the 21<sup>st</sup> Century.” \$300,000 for three-year cycle; funded]

**DR. JANE S. SMITH (ME)**

**Department:** Modern Languages and Classics

**Tenure Status:** Tenured

**Education (Degree):** Ph.D. 1994, University of Washington

**Years of Academic Experience:** 20

**International Experience:** Canada, France, India, Italy, Scotland, Switzerland

**Foreign Language Competence:** 0=none to 4=fluent

*French:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*Italian:* Speaking (1), Reading (2), Writing (1), Comprehension (1)

*Russian:* Speaking (1), Reading (1), Writing (1), Comprehension (1)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 30%

**Canadian Courses Taught (100%):** FRE 442 North American French Language and FRE 542 Seminar in North American French Language

**Canadian Studies Service:** Member, Atlantic Provinces Linguistic Association; VP/President Elect and President, Atlantic Provinces Linguistic Association 2005-2009

**Research and/or Teaching Specialization:** North American French dialects, French linguistics, history of the French language, elementary and intermediate French language.

**Language Proficiency Training:** November 2002, Provo, Utah

**Recent Distinctions:** Inducted as an Honorary member, Phi Beta Kappa, Delta Chapter. April 2014.

**MATTHEW SMITH (SUNY Plattsburgh)**

**Department:** Center for the Study of Canada/Institute on Québec Studies

**Tenure Status:** Adjunct Lecturer

**Education (Degree):** M.A. 1996, Concordia University

**Years of Academic Experience:** 21

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (3), Reading (3), Writing (2), Comprehension (4)

**Time Devoted to Canadian Studies teaching, research or consulting:** 100%

**Canadian Courses Taught (100%):** Canadian Cinema, Introduction to Canada, Québec Culture through Cinema, Sports in Canada, Independent Studies in Canadian Studies/Topics Vary

**Canadian Courses Taught (25% - 99%):** N/A

**Canadian Studies Service:** Associate of the Center for the Study of Canada

**Research and/or Teaching Specialization:** Film/Cinema in Canada

**Recent Publications:** N/A

**Number of Dissertations/Theses Supervised in the last 5 years:** N/A

**Recent Distinctions:** "Québécois Supermen: Media Depictions of Louis Cyr and Maurice Richard," ETRC Colloquium Québec Past and Present, Bishop's University, 2014; "Québec Sports, Culture, and Nationalism in Hockey Films: Maurice Richard, 'Bon Cop, Bad Cop' and 'Le Chandail,'" ACSUS, Tampa, Florida, 2013; "An Opening in the Representation of 'nous' in Québec Cinema: Two Different Views of Multiculturalism in Québec as Depicted in Incendies and Monsieur Laxhar," Bishop's University, 2013; "Location, Location: Barney's Version and the Montréal of Mordecai Richler," ACUS, Ottawa, Ontario, 2011; "Catholicism in Québec Cinema," ACQS, Burlington, Vermont, 2010

**AMY SOTHERDEN (SUNY Plattsburgh)**

**Department:** Assistant Director, Center for the Study of Canada/Institute on Québec Studies

**Tenure Status:** Assistant Director

**Education (Degree):** M.A. 2004, Syracuse University

**Years of Academic Experience:** 12

**International Experience:** Canada, France, Great Britain, India, Kenya, Morocco, Thailand, Tunisia, Uganda, Zambia

**Foreign Language Competence:**

French: Speaking (3); Reading (3); Writing (3); Comprehension (3)

**Percentage of Time Devoted to Canadian Studies:** 100%

**Canadian Courses Taught (100%):** Organizer of education outreach programs in Canada: Québec Dimensions Summer Institute for K-12 Educators; Québec Summer Seminar for social science and humanities faculty; Québec Winter Symposium for French language faculty

**Canadian Courses Taught (100%):** Guest Lecturer, *Introduction to Canada*

**Canadian Studies Service:** Secretary, Association for Canadian Studies in the U.S.; Member, American Council for Québec Studies; Member, Association internationale des études québécoises; Member, National Council for the Social Studies Canada Community; Canadian content presentations to K-12 audiences

**Research/Teaching Specialization:** outreach and professional development on Canadian/Québec content in K-16 curriculum; contemporary Québec; French Colonial American; Canadian Arctic

**Recent Publication:** "Arctic – A Global Hot Spot: Resources for Teaching the Geography of the Contemporary Canadian Arctic"; with E. Arntzen. *The Geography Teacher*. National Council for Geographic Education, Vol. 8, No. 2, June 2011, pages 75-81.

**DR. STEFANO TIJERINA, LIBRA PROFESSOR (ME)**

**Department:** History/ Political Science

**Education (Degree):** Ph.D., 2012 University of Maine

**Years of Academic Experience:** 3

**International Experience:** Research in Canada, US and South America

**Foreign Language Competence:**

*French:* Speaking (1), Reading (3), Writing (0), Comprehension (2)

*Spanish:* Speaking (4), Reading (4), Writing (4), Comprehension (4)

*Portuguese:* Speaking (1), Reading (4), Writing (1), Comprehension (2)

**Time Devoted to Canadian Studies teaching, research, or consulting:** 50%

**CS Courses Taught:** Canada and the United States, 1783-Present, Modern Canadian History, Introduction to Canadian Studies, Canadian-United States Business Relations, The Canadian Economy: Issues and Policy

**Research and/or Teaching Specialization:** Modern Canadian History and International Political Economy

**Recent Publications:**

*Filling in the Gaps in the Americas: Canada and Colombia, 1767-1968*. Toronto: University of Toronto Press.  
(under contract and under peer review; scheduled publication date 2014).

"The Zero-Sum Game of Early Oil Extraction Relations in Colombia: Workers, Tropical Oil, and the Police State, 1918-1938" in *The Comparative Social Histories of Labour in the Oil Industr*, edited by Tourah Atabaki.  
International Institute of History: scheduled publication date 2015

"The Role of Canadian Financial Entities in the Development of Colombia's Financial Markets, 1896-1939  
*Ensayos Sobre Politica Economica* 30, no. 67, 252-79. 2012

"One Cinderblock at a Time: Historiography of Canadian-Latin American and Canadian-Colombian Relations"  
*Desafios* 1, no. 24: 275-292. 2012

"Ahora o Nunca: La Mision Ministerial Canadiense a America Latina de las Relaciones Bilaterales con Colombia"  
*Perspectives Colombo Canadienses* 2, 10-29. 2009

**Recent Awards/Distinctions:** Libra Professor in International Relations, Political Science Department, UMaine.



**DR. CHRISTOPHER WOLFF (SUNY Plattsburgh)**

**Department:** Anthropology

**Tenure Status:** Assistant Professor

**Education (Degree):** Ph.D., 2008, Southern Methodist University      **Years of Academic Experience:** 4

**International Experience:** Canada

**Foreign Language Competence:** *French:* Speaking (2), Reading (2), Writing (2), Comprehension (3)

**Time Devoted to Canadian Studies teaching, research or consulting:** 50%

**Canadian Courses Taught (25% - 99%):** Ecology/Systems/Culture, Archaeology, Special Topics in Anthropology

**Canadian Studies Service:** Associate of the Center for the Study of Canada; Member, Canadian Archaeological Association; Member, Global Human Ecodynamics Alliance; Member, Northeastern Anthropological Association

**Research and/or Teaching Specialization:** Leading the investigation at the prehistoric/protohistoric Allen Farm Site, Peru, NY. Includes supervising SUNY Plattsburgh students in survey, excavation, and collections analysis of this multicomponent site (2011-present); Excavated at the Viking Age Cave Site, Surtshellir, Iceland, with Kevin Smith of Brown University's Haffenreffer Museum of Anthropology (2013); Archaeologist/Case Officer working with Pacific Northwest and Alaskan Native groups in assessing collections housed at the National Museum of Natural History, Washington, DC for cultural affiliation and repatriation (2010-11);

**Recent Publications:** Wolff, Christopher B., John Erwin, and Donald H. Holly, Jr. "Settlement and Subsistence in Southeastern Newfoundland: Stock Cove Revisited." *PAO Archaeological Review*, vol. 8, pp. 172-175; Holly, Donald H., Christopher B. Wolff, and John Erwin. "The Ties that Bind and Divide: Encounters with the Beothuk in Southeastern Newfoundland." *The Journal of the North Atlantic* 3, pp. 31-44; Holly, Donald H., Christopher B. Wolff, and John Erwin. "Excavations at Stock Cove West (CkA1-10)." *PAO Archaeological Review*, vol. 9; Wolff, Christopher B. "The Effects of European Maritime Economics on Newfoundland's Indigenous Peoples." *Maritime Archaeological and Historical Society Newsletter*, vol. 22, no. 1, pp. 12-15; Wolff, Christopher B., John Erwin, Donald H. Holly, and Tatiana Nomokonova. "Preliminary Analysis of Paleoeskimo Subsistence at the Stock Cove Site (CkA1-3), Trinity Bay, Newfoundland." *North Atlantic Archaeology* 2, pp. 125-134; Wolff, Christopher B., and Thomas M. Urban. "A Geophysical Investigation of the Stock Cove Site (CkA1-3)." *PAO Archaeological Review*, vol. 11, pp. 168-172; Wolff, Christopher B. "A Review of Lake Pleistocene Archaeology & Ecology in the Far Northeast." Edited by Claude Chapdelaine 2012. Texas A&M University Press, College Station, Texas. *American Antiquity* 78(3), p. 598; Wolff, Christopher B., and Thomas M. Urban..

**Recent Distinctions:** Presidential Research Award (SUNY Plattsburgh) grant, Project Title: "New Directions in Archaeology and Ecology at the Stock Cove Site, Trinity Bay, Newfoundland (2012); In-House Mini-Grant (SUNY Plattsburgh) for community collaborative research on Clinton County historic cemeteries (2013); Presidential Research Award (SUNY Plattsburgh) grant, Project Title: "Settlement and Subsistence at Stock Cove, Newfoundland: An Archaeological Examination of Human-Environment Interaction in the Eastern Subarctic (2013)



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COURSE LIST**

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### APPENDIX 3: Course List- University of Maine

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
<b><u>Anthropology</u></b>										
ANT 221	Introduction to Folklore Deals with Maritime Canada	Miller	25%	F	3		38		60	✓
ANT 340	Arctic and Subarctic Archaeology	TBA	50%		3					✓
ANT 372	North American Prehistory Deals with Early Canada	Robinson	50%	F	3				18	✓
ANT 422	Folklore of Maine and Maritime Provinces	MacDougall	50%		3					✓
ANT 426	Native American Folklore	MacDougall	25%	F	3					✓
ANT 570	Seminar Northeast N. American Prehistory	TBA	25%		3					✓
<b><u>Art History</u></b>										
ARH 268	Canadian Art	TBA	100%		3					✓
ARH 270	Topical Survey in History of Art	Linehan	100%	F	3		10		19	✓
<b><u>Business Adminstration</u></b>										
BUA 328	Canadian/U.S. Business: A Comparison Study of cross-border trade issues	Tijerina	100%	F	3		17		20	✓
<b><u>Canadian Studies</u></b>										
CAN 101	Introduction to Canadian Studies	Adcock/ Pelletier	100%	F/S	3		102		132	✓
CAN 401	Readings in Canadian Studies	Pelletier/ Armtzen	100%	S	3		1			✓
<b><u>Communication and Journalism</u></b>										
CMJ 314	International Mass Communication	Grosswiler	25%	S	3		30			✓
CMJ 545	Media Ecology includes Canadian examples	TBA	33%		3					✓
<b><u>Disability Studies</u></b>										
DIS 530	Disability Policy includes Canadian examples	TBA	50%		3					✓

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						Grad	UG	Grad	UG	
<b><u>Economics</u></b>										
ECO 340	The Canadian Economy: Issues and Policies	Tijerina	100%	F	3		5		8	✓
ECO 449	International Trade	TBA	25%		3					✓
<b><u>Earth Sciences</u></b>										
ERS 110	Coastal Geology of New England/Maritimes	TBA	50%		3					✓
ERS 111	Coastal Geology of New England & Maritime Canada Lab	TBA	50%		3					✓
<b><u>English</u></b>										
ENG 236	Canadian Literature	Hutchison	100%	F	3		15			✓
ENG 436	Topics in Canadian Literature	Norris	100%	S	3				19	✓
ENG 442	Native American Literature	Lukens Yellow Robe	50%	F	3		25		14	✓
ENG 536	Studies in Canadian Literature	TBA	100%		3					✓
<b><u>Franco American Studies</u></b>										
FAS 101	Introduction to Franco American Studies incudes Canada	Roy	25%	F	3		27		25	✓
FAS 120	People, Places, Past includes Canadian examples	Pinette	30%	S	3		23			✓
FAS 230	Franco-American Women's Exp.	TBA	80%		3					✓
FAS 240	French Exploration and Settlement of Maine	Okin	25%	F	3		8		6	✓
FAS 250	Exile, Migrations and Communities includes Acadians	Okin	70%	S	3				16	✓
FAS 270	Immigration, Yesterday and Today includes Québécois	Roy	25%	S	3				17	✓
FAS 329	Topics in Franco American Studies includes Québécois	TBA	50%		3					✓
FAS 440	Franco-American Civilization	TBA	35%		3					✓

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Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
	includes Québécois									
FAS 442	French Language of N. America	TBA	75%		3					✓
FAS 459	Colonial Canada	Ferland	100%	F	3					✓
<b><u>French</u></b>										
FRE 101	Elementary French I Cultural components; French Canada	Nation	25%	F	4		23		23	✓
FRE 102	Elementary French II Cultural components; French Canada	Linscott	25%	S	4		8		15	✓
FRE 117	Accelerated French I Cultural components; French Canada	Beaupré	25%	F	6		13		20	✓
FRE 201	Intermediate French I Cultural components; French Canada	Staff	25%	F	3		15		22	✓
FRE 202	Intermediate French II Cultural components; French Canada	Smith	25%	S	3		9		10	✓
FRE 218	Accelerated French II Cultural components; French Canada	Beaupré	25%	S	6		3		12	✓
FRE 305	French Conversation and Composition I Cultural components; French Canada	Slott	25%	F	3		19		16	✓
FRE 306	French Conversation and Composition II Cultural components; French Canada	Slott	25%	S	3		13		13	✓
FRE 307	French for Business	TBA	25%		3					✓
FRE 309	Topics in French: Francophone Food Culture	Pelletier	100%	F	3		21			✓

**APPENDIX 3: Course List- University of Maine**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
FRE 310	Readings in Francophone Literature	Rondeau	75%	F	3				12	✓
FRE 315	Advanced French Conversation	TBA	25%		3					✓
FRE 350	Multi-Disciplinary Readings in French	Smith/ Pelletier	100%	F	1		3			✓
FRE 397	French Immersion in Québec	TBA	100%		3					✓
FRE 400	Advanced French Grammar and Composition	Slott	25%	F	3		18		9	✓
FRE 401	Translation	Slott	25%	S	3				8	✓
FRE 413	Advanced Composition and Stylistics	Slott	25%	S	3		15			✓
FRE 420	French Phonetics	TBA	25%		3					✓
FRE 421	General Linguistics	TBA	25%		3					✓
FRE 440	Franco American Civilization	TBA	25%		3					✓
FRE 442	French Language of N. America	TBA	75%		3					✓
FRE 463	Québec Poetry	TBA	100%		3					✓
FRE 464	Québec Theatre	Slott	100%	S	3				8	✓
FRE 465	North American French Novel French Fiction from Québec and New Brunswick	Rondeau	75%	F	3				8	✓
FRE 490	Advanced Topics in French (French Canada)	Rondeau/ Slott	100%	S	3		10		6	✓
FRE 495	Senior Project in French (Canada)	Slott/Smith Rondeau	100%	F/S	3		5		4	✓
FRE 500	History of the French Language	Smith	25%	S	3	2				✓
FRE 508	Seminar in the Novel	Rondeau	75%	F	3			3		✓
FRE 509	Seminar in Poetry/Québec	TBA	100%		3					✓
FRE 510	Seminar in the Theatre	Slott	100%	F	3			2		✓



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Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
FRE 520	French Linguistics	TBA	25%		3				3	✓
FRE 597	Projects in French I (offered as needed)	Smith/ Pelletier	100%	F	3	1		1		✓
FRE 598	Projects in French II (offered as needed)	Rondeau/ Pelletier	100%	S	3	4		2		✓
FRE 699	Graduate Thesis/ Reseach - Canada	Smith/	100%	F/S	3	2		3		✓
<b><u>Geography</u></b>										
GEO 349	Early Modern North American in Atlantic	Hornsby	50%	S						✓
<b><u>History</u></b>										
HTY 199	Problems in History Maine Indian History in the 20th Century	Pawling	50%	F	3		2		14	✓
HTY 199	Problems in History French Exploration and Settlement of Maine	Okin	75%	F	3		12		5	✓
HTY 398	Historical Issues History of Exploration in North America	Adcock	75%	F	3				6	✓
HTY 398	Historical Issues Ethnohistory of Native North America	Pawling	50%	S	3				3	✓
HTY 459	Colonial Canada	Ferland	100%	F	3				17	✓
HTY 460	Modern Canada	Tijerina/ See	100%	S	3		17		16	✓
HTY 481	Amerindians of the Northeast: A History	Ferland	50%	S	3		11			✓
HTY 483	Violence in North American History Covers violence in Canada in Comparison to U.S.	See	33%	F	3		16			✓

**APPENDIX 3: Course List- University of Maine**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
HTY 498	Senior Seminar in North American History	Judd	100%	F/S	3		25		6	✓
HTY 520	Canadian Historiography	Ferland	100%	F	3			7		✓
HTY 521	Canada and the United States, 1783-Present Canadian/American Translation	Tijerina	100%	F	3			6		✓
HTY 550	Readings in Bibliography and Criticism: Canada	Ferland/ See	100%	F/S	3	2				✓
HTY 599	Readings in Global Environmental History	Adcock	50%	S	3			6		✓
HTY 599	Special Topics in History: Modern Canada	See	100%	S	3	1				✓
HTY 609	Seminar in N.E.-Québec Atlantic Provincial History Canadian/American Translation	See	75%	S	3	6				✓
HTY 699	Graduate Thesis/ Reseach - Canada	Ferland	100%	F/S	3	67		64		✓
<b><u>Law</u></b>										
LAW 646	Comparative Law Studies Model Constitutions, including Canada	Rogoff	25%	F	3	8		14		✓
LAW 647	International Law Cases of int'l agreements in a enforcement of foreign judgements	Norchi	25%	F	3	18		14		✓
LAW 658	Marine Resources Study of management of territorial sea, including Canada	Rieser	25%	F	3			11		✓
<b><u>Maine Studies</u></b>										
MES 340	Maine and the Northeast Borderlands	Toner Beattie	50%		3					✓
<b><u>Native American Studies</u></b>										
NAS 102	Introduction to Wabanaki History, Culture, & Issues	Mitchell	25%	F/S	3		59		71	✓

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Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment		2013-14 Enrollment		2014-2015
						Grad	UG	Grad	UG	
NAS 201	Topics in N. Amer. Native American Studies	Pawling	25%	F	3				4	✓
NAS 401	Advanced Topics in N. Amer. Native American Studies	Pawling	25%	S	3				4	✓
NAS 490	Theory & Research, N. Amer. Native American Studies	TBA	25%		3					✓
<b><u>Political Science</u></b>										
POS 241	Introduction to Comparative Politics includes Canada	Cody	33%	F	3		25			✓
POS 243	Canadian Government and Politics	Cody	100%	F	3		12		23	✓
POS 273	International Relations	Tijerina	25%	S	3				41	✓
POS 344	Public Policy in Canada	Cody	100%	S	3				15	✓
										✓
POS 369	Topics in International Relations	Tijerina	25%	F/S	3				29	
POS 372	Canadian Foreign Policy	Cody	100%	F	3				15	✓
POS 496	IA Internship in Canada	Cody	100%	F/S	6					✓
POS 499	Senior Seminar in Political Science - Canada	Cody	100%	F	3		31			✓
<b><u>Women's, Gender, Sexuality Studies</u></b>										
WGS 235	Franco American Women's Experience includes Québécois	TBA	25%		3					✓
WGS 301	Introduction to Women's, Gender, and Sexuality Studies; Includes Acadian women	Okin	25%	S	3				46	✓
<b>Total Courses Offered: 101</b>										
<b>(35 are 100% Canadian content)</b>						<b>Total Enrollment:</b>		111	686	
								133	858	

**APPENDIX 3: Course List - SUNY Plattsburgh**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment	2013-14 Enrollment	2014-2015
						UG	UG	
<b><u>Anthropology</u></b>								
ANT 359	Ecology, Systems and Culture The study of culture as an adaptive mechanism in a global environment	TBA	25%	F	3			✓
ANT 431	First Nations of Canada Examines major themes, events, and trends in the history of Aboriginal people in Canada	TBA	100%	S	3			✓
ANT 451	Topics: Coastal Peoples Topics of current interest in Anthropology as they relate in a global context	TBA	50%	S	3			✓
<b><u>Canadian Studies</u></b>								
CAS 111	Introduction to Canada Multidisciplinary introduction to Canada	Jeskanen Kirkey Smith	100%	F/W/S/ SM	3	398	417	✓
CAS 305	Québec Cinema Viewing and analyzing of one Québec film/week	Smith	100%	S	3		11	✓
CAS 358	Canadian Cinema  Viewing and analyzing of one Canadian film/week	Smith	100%	F/S/SM	3	21	23	✓
CAS 375	Borderland & Migration History: Can/U.S. Study of Canada-U.S. migrations	Richard	100%	F	3	12	14	✓
CAS 379	Québec/U.S. Franco-American History & Culture History and culture/French-Canadian descendants	Richard	100%	S	3		5	✓
CAS 498	Internship in Canadian Studies Focus on business, politics, and communications	Smith	100%	S	3	1		
CAS 499	Independent Study/Canadian Sport/Culture	Kirkey Smith	100%	F/S	3	1	1	

### Appendix 3: Course List - SUNY Plattsburgh

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment	2013-14 Enrollment	2014-2015
						UG	UG	
	Overview of sports & culture in Canada							
<b><u>Economics</u></b>								
ECO 391	International Trade & Finance Emphasis on global economic interdependence, with special attention to Canada	Qirjo	50%	F	3	36		✓
<b><u>English</u></b>								
ENG 367	Canadian Fiction Canadian novels/short stories/focus on literature since the 1960s.	Ostry	100%	S	3	8		✓
<b><u>Finance</u></b>								
FIN 396	Money and Capital Markets Analysis of global financial intermediaries	Christopherson Pascalau	25%	S	3	49	37	✓
FIN 400	International Financial Management The key issues in international finance examined with a focus on Canada	Gregoriou	50%	F/S	3	67	25	✓
<b><u>French</u></b>								
FRE 111	Elementary French I Emphasis on speaking/listening/reading/writing	Boumghar Buchala Palmieri	25%	F/S	3	85	61	✓
FRE 112	Elementary French II Continuation of French I	Queguiner	25%	F/S	3	48	45	✓
FRE 150	Intermediate French Review	TBA	25%	F/S	3			✓
FRE 199	Independent Study (also FRE 299, 399, 499, 599)	TBA	25%	F/S	1 to 15			✓
FRE 213	Intermediate French I Review & practice of language/cultural studies	Cusson Ouedraogo Queguiner	25%	F/S	3	21	24	✓
FRE 214	Intermediate French II	Cusson	25%	F/S	3	20	19	✓

**Appendix 3: Course List - SUNY Plattsburgh**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semeste r	Cred. Hrs.	2012-13	2013-14	2014- 2015
						Enrollment UG	Enrollment UG	
	Preparation for French composition/conversation	Palmieri Queguiner						
FRE 316	Conversation avancee Expansion/Improvement of oral expression	Cusson	25%	S	3		13	✓
FRE 319	Composition Grammaire Avancee  Extensive practice of writing in French	Cusson	25%	S	3		9	✓
FRE 322	Lecture et Interprétation	TBA	50%	F/S	3			✓
FRE 333	La France	TBA	25%	F/S	3			✓
FRE 334	La Francophonie: Theme Varies  Cultural components; French Canada	Ouedraogo	50%	F	3	16	7	✓
FRE 335	Le Québec Overview/his/culture/lit of Québec	Cusson	100%	S	3	8	13	✓
FRE 341	French Literature (includes Québec)	TBA	25%	F/S	3			✓
FRE 346	French-Canadian Cultures Intensive study of various French/Can cultures	Palmieri	100%	S	3	12		✓
FRE 348	French Civilization (incudes Québec)	TBA	25%	F/S	3			✓
FRE 441	Études Français (includes Québec)	TBA	25%	F/S	3			✓
FRE 448	Études Franophones	TBA	50%	F/S	3			✓
FRE 470	French and Francophone Interdisciplinary Study	TBA	50%	F/S	3			✓
FRE 496	French Foreign Language Methodology (also FRE 596)	TBA	50%	F/S	3			✓

### Appendix 3: Course List - SUNY Plattsburgh

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment	2013-14 Enrollment	2014-2015
						UG	UG	
FRE 497	French Practicum (in Québec)	TBA	50%	F/S	3			✓
FRE 498	Internship (using North American French)	TBA	50%	F/S	3			✓
<b><u>Geography</u></b>								
GEG 307	Urban Geography and Planning Global urbanization, city spaces, urban concepts	Xie	25%	F	3		3	✓
GEO 123	Geography: Developed World World Regions discussed, including Canada	Xie	25%	F	3	26		✓
<b><u>History</u></b>								
HIS 171	Canada to the 1860s Surveys social/cultural/econ/pol factors of Canada to the 1860s	Beaudreau	100%	F	3	58	40	✓
HIS 172	Canada from the 1860s Social/cultural/econ/pol factors in Canada from 1860s	Beaudreau	100%	S	3	41	18	✓
HIS 347	Iroquois World in 1800 Cultural, social, and political life of Iroquois as they interace with Native American societies	TBA	60%	F	3			✓
HIS 372	North America and the World Exploration of the history of Canada/U.S./Mexico in the second half of the twentieth century	TBA	50%	S	3			✓
HIS 373	20th Century Canada Development of Canada from 1896 to Trudeau	Beaudreau	100%	F	3	12		✓
HIS 375	Borderland & Migration History: Canada/U.S. Study of Canada-U.S. migrations	Richard	100%	F	3		17	✓
HIS 379	Québec/U.S. Franco-American History & Culture	Richard	100%	S	3		1	✓

**Appendix 3: Course List - SUNY Plattsburgh**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semeste r	Cred. Hrs.	2012-13 Enrollment	2013-14 Enrollment	2014- 2015
						UG	UG	
	History and culture/French- Canadian descendants							
HIS 398	Strangers in the Land: Can/U.S. Community reactions to immigrant populations in the U.S./Can from mid-1800's to the present	Richard	100%	S	3	24		✓
HIS 431	First Nations of Canada Examines major themes, events, and trends in the history of Aboriginal people in Canada	TBA	100%	F	3			✓
<b><u>Management</u></b>								
MGM 280	Principles of Management  Macro and Micro levels of organizations, including those in Canada/Mexico	Barakat Kelly Moussa Solomon	40%	F/S/SM	3	324	333	✓
MGM 315	International Business Management Mgmt theories/practices for dom/int'l org	Chrysostome Lukens	25%	F	3	67	91	✓
MGM 316	Compar/Multinational Management Mgmt economic enterprises/foreign environment	Barakat	25%	F	3	84	70	✓
<b><u>Marketing</u></b>								
MKE 290	Principles of Marketing  Problems in mktg mgmt/global environment	Church Gottschall Héroux Josien Lukens Villani	25%	F/S/SM	3	296	295	✓
MKE 326	International Marketing Marketing strategies for entering foreign markets	Héroux	50%	F/W/S/ SM	3	119	102	✓



**Appendix 3: Course List - SUNY Plattsburgh**

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13	2013-14	2014-2015
						Enrollment UG	Enrollment UG	
MKE 334	Entrepreneurship & Intrapreneurship Entrepreneurship/start-up/established companies both domestic and international	Gottschall Josien	25%	F	3	30	29	✓
MKE 335	Marketing Research Elements of marketing research process examined in a global context	Church Csipak	50%	F/S	3	57	52	✓
MKE 410	Franchising: U.S./CAN/MEX Franchising in the U.S./CAN/MEX and others	Church	40%	S	3	32		✓
MKE 443	Selected Topics in Entrepreneurship A discussion of Canadian entrepreneurship and innovation of current interest and importance	TBA	100%	S	3			✓
MKE 480	Marketing Strategy Proper selection/market targets & profits of international and domestic companies	Csipak Kelly Villani	25%	F/S	3	44	36	✓
<b><u>Music</u></b>								
MUS 113	Music: Canadian Culture Overview of music-making in Canada	Scherline	100%	F	3	18		✓
<b><u>Supply Chain Management</u></b>								
SCM 370	Supply Chain Management  A philosophy of business processes/integration within the global marketplace	Choe O'Neill Neureuther	25%	F/S/SM	3	234	172	✓
SCM 470	U.S. Customs Laws Laws/regulations that govern companies to compete in the global marketplace	DeCamp O'Neill	50%	S	3	27	9	✓

### Appendix 3: Course List - SUNY Plattsburgh

Course Number	Course Title Brief Description of Course	Instructor	Canadian Content	Semester	Cred. Hrs.	2012-13 Enrollment	2013-14 Enrollment	2014-2015
						UG	UG	
<b><u>Social Work</u></b>								
SWK 304	Social Welfare Comparative Perspective Analysis of different societies on human needs with an emphasis on Canada	Wilcke	25%	F	3	31	35	✓
<b>Total Courses Offered: 50 (20 are 100% Canadian content)</b>								
<b>Total Enrollment:</b>						2327	2027	

**INDEX FOR APPENDIX 4:  
PROJECT-SPECIFIC PERFORMANCE MEASURES**

<b><u>PMF</u></b>	<b><u>PAGE</u></b>
<b>NRC GOAL #1</b>	<b>A4-1-2</b>
<b>NRC GOAL #2</b>	<b>A4-3-5</b>
<b>NRC GOAL #3</b>	<b>A4-6-7</b>
<b>NRC GOAL #4</b>	<b>A4-8</b>
<b>NRC GOAL #5</b>	<b>A4-9</b>

<b>NRC PMF Project Goal #1:</b> The NRC will increase by 10% (over baseline) the number of U.S. K-12 teachers participating in training to integrate high quality CS/FR curricula during the grant period as compared to the prior 4 year period. (Addresses <b>Absolute Priority</b> )						
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets	
1) By the end of each project year, the NRC will have trained 25 K-12 teachers on best practices for integrating CS/FR curricular units and project based learning into their annual learning plans.  2) By the end of the funding cycle, the NRC will have increased the number of high quality curricular units available and integrated by K-12 teachers by 10% (over baseline) from prior grant period.	* Determine current number of teachers and schools in targeted states (i.e. New York and Maine) teaching CS/FR content at the K-12 levels and professional development and curricular needs/challenges. * Outreach to 100 K-12 schools in targeted states for professional development by end of grant period. At least 25 teachers per year will be trained using a train-the-trainer model of professional development in CS/FR content to align with current standards (i.e. Common Core). * Outreach activities will be developed with measurable learning objectives and will be evaluated using pre/post assessments to measure program effectiveness.				BL	T1 T2 T3 T4

<p style="text-align: center;"><b>NRC PMF Project Goal #1:</b>            Increase by 10% over baseline the number of U.S. K-12 teachers using high quality CS/FR content in the classroom during the grant period as compared to the prior 4 year period.</p>						
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets	
3) By end of funding cycle, the NRC will have established an efficient system to track K-12 teacher training outcomes for CS/FR professional development events/activities to provide accurate data on unit effectiveness, student impact, and changes in teaching practices.	<p>High quality CS/FR curriculum materials development: CS/FR materials will be developed with measurable learning objectives, piloted, refined and units will be evaluated using pre/post assessments to measure student learning outcomes.</p> <p>Develop new teacher training tracking system using web surveys, listserve and social media to document long term effectiveness and impact of targeted K-12 teacher training.</p>				BL T1 T2 T3 T4	

<p align="center"><b>NRC PMF Project Goal #2:</b></p> <p>The NRC will increase by 10% (over baseline) the number of faculty who demonstrate successful integration of intermediate/advanced CS/FR courses and course content into their teaching, research and outreach activities during the grant period as compared to the prior 4 year period. There will be a particular emphasis on reaching Community College and Professional school faculty during this new grant period (2014-2018). (Addresses NRC Competitive Preference Priority 1)</p>						
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets	
1) By the end of each project year, the NRC will increase by 10% (over baseline) faculty integrating intermediate/advanced courses and course content from supported research activities into CS/FR courses each project year. There will be a particular emphasis on supporting to Community College and Professional school faculty.	<p>Determine the number of faculty in MSI, community college and professional schools in the Northeast region engaged in CS/FR research along with their support needs and professional development interests at the undergraduate and graduate levels.</p> <p>Faculty Research support activities will include but not be limited to: CONNECT Program (mentoring U.S. CS faculty through SUNY Plattsburg), Faculty exchanges, Faculty FR immersion program, etc.</p>				BL T1 T2 T3 T4	

### NRC PMF Project Goal #2:

The NRC will increase by 10% (over baseline) the number of faculty who demonstrate successful integration of intermediate/advanced CS/FR courses and course content into their teaching, research and outreach activities during the grant period as compared to the prior 4 year period. There will be a particular emphasis on reaching Community College and Professional school faculty during this new grant period (2014-2018). (Addresses NRC Competitive Preference Priority 1).

Performance Measures	Activities	Data/ Indicators	Fre- quency	Data Source	Baseline and Targets				
2) By the end of each project year, the NRC will increase by 10% (over baseline) faculty participating in professional development activities to increase the intermediate/ advanced CS/FR courses and course content at the undergraduate and graduate levels. There will be a particular emphasis on Community College and Professional school faculty.	Based on the faculty support needs assessment results, New England and New York Community Colleges, MSI, and Professional schools will be targeted for professional development training in increasing intermediate/advanced CS/FR courses and course content. NRC faculty professional development activities will include but not be limited to: webinars, seminars, exchanges, immersion programs and targeted mentoring.				BL	T1	T2	T3	T4

<p style="text-align: center;"><b>NRC PMF Project Goal #2:</b></p> <p>The NRC will increase by 10% (over baseline) the number of faculty who demonstrate successful integration of intermediate/advanced CS/FR courses and course content into their teaching, research and outreach activities during the grant period as compared to the prior 4 year period. There will be a particular emphasis on reaching Community College and Professional school faculty during this new grant period (2014-2018). (Addresses NRC Competitive Preference Priority 1).</p>						
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets	
3) By end of funding cycle, the NRC will establish comprehensive system for communicating CS/FR research opportunities, outreach activities and dissemination products to be used to expand intermediate/advanced courses and course content.	NRC will develop improved website and social media pages to communicate current research, outreach and dissemination opportunities to help faculty find new avenues to increase the amount of intermediate/advanced CS/FR courses and course content.				BL	T1 T2 T3 T4



### NRC PMF Project Goal #3:

The NRC will increase by 10% (over baseline) the number of students (undergraduate, M.S, and Ph.D level) completing CS/FR certificate, minor and degree programs during the grant period as compared to the prior 4 year period.

#### (Addresses NRC GPRA Measure 4)

Performance Measures	Activities	Data/ Indicators	Fre- quency	Data Source	Baseline and Targets				
1) By the end each project year, the NRC will increase by 10% (over baseline) the number of students (undergraduate and graduate) completing CS/FR content courses during the grant period as compared to the prior 4 year period.	Review/revise all currently offered CS/FR courses to improve student level outcomes and improve the quality of course level assessments.				BL	T1	T2	T3	T4
2) By the end of the funding cycle, the NRC will increase the number of course offerings at the undergraduate and graduate levels with 50% or more of intermediate/advanced CS/FR content.	Develop new strategies with CS/FR faculty to increase intermediate/ advanced level courses offered at all levels with 50% or more of intermediate/advanced CS/FR content.								

<p style="text-align: center;"><b>NRC PMF Project Goal #3:</b></p> <p>The NRC will increase by 10% (over baseline) the number of students (undergraduate, M.S, and Ph.D level) completing CS/FR certificate, minor and degree programs during the grant period as compared to the prior 4 year period.</p> <p style="text-align: center;"><b>(Addresses NRC GPRA Measure 4)</b></p>						
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets	
C) By the end of the 3 <sup>rd</sup> project year, the NRC will increase by 10% (over baseline) the number of students moving from taking CS/FR courses to enrolling in certificate, minor, and degree programs in CS/FR.	Disseminate benefits of interdisciplinary nature of CS/FR programs to targeted faculty, college administrators (e.g. College of Education and School of Business) student groups through NRC sponsored presentations, faculty emails, website, social media efforts.				BL	T1 T2 T3 T4

<p style="text-align: center;"><b>NRC PMF Project Goal #4:</b></p> <p style="text-align: center;">The NRC will increase by 10% (over baseline) the number of students placed in government, industry and higher education positions pre and post-graduation during the grant period as compared to the prior 4 year period.</p>						
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets	
<p>1) By the end of the final project year, the NRC will increase by 10% (over baseline) the number of potential paid internships, employment positions, graduate degree enrollment or post-docs opportunities.</p> <p>2) By the end of Year 2, the NRC will have an efficient system for tracking student placements to capture pre and post-graduation placement outcomes.</p>	<p>Disseminate benefits of hiring CS/FR students to government organizations and industry through NRC sponsored presentations, website, social media. Review and revise CS/FR program to include social media networking/ recruiting through embedded programmatic structures (e.g., LinkedIn). Track student longitudinal pre and post graduation outcomes.</p> <p>Work with CS/FR government, industry and educational organizations for increased internship, employment and high education opportunities pre and post-graduation.</p>				BL T1 T2 T3 T4	

NRC PMF Project Goal #5: Increase by 10% over baseline the number of business, media and/or general public active contact, communication and outreach events featuring CS/FR content and resources during the grant period as compared to the prior 4 year period.						
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets	
Increase by 10% the communication between business community, media outlets and general public groups to raise level of CS/FR awareness and education.	Conduct needs assessment for CS/FR expertise and resources for the three stakeholder needs for relevant information featuring CS/FR content. Develop listserv to broaden potential audiences and announce upcoming event and activities relevant CS/FR content. Develop CS/FR faculty expert webpage to highlight specialty areas and current research. Work with campus IT departments to support website for search optimization of CS/FR resources and content searches. Work with Chamber of Commerce to raise awareness/visibility of CS/FR program and the benefits of hiring CS/FR students.				BL	T1 T2 T3 T4

**INDEX FOR APPENDIX 5:  
LETTERS OF SUPPORT**

<b><u>ORGANIZATION</u></b>	<b><u>PAGE</u></b>
<b>Association for Canadian Studies in the United States</b>	<b>A5-1-2</b>
<b>American Council for Québec Studies</b>	<b>A5-3-4</b>
<b>Foundation for Educational Exchange between Canada and the United States, Fulbright Canada</b>	<b>A5-5-6</b>



THE ASSOCIATION FOR CANADIAN STUDIES IN THE UNITED STATES

**LETTER OF REFERENCE  
UNIVERSITY OF MAINE AND SUNY PLATTSBURGH NATIONAL  
RESOURCE CENTER/FLAS APPLICATION**

June 23, 2014

U.S. Department of Education  
Title VI Grant Competition Reviewer  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Sir/Madam:

As Immediate Past President of the *Association for Canadian Studies in the United States* (ACSUS), I am delighted to offer this letter of support for the University of Maine—SUNY Plattsburgh application under the Department of Education Title VI NRC/FLAS grant program.

ACSUS is the national Canadian Studies association for scholars and practitioners in the United States. We support a variety of activities, including the convening of a biennial conference and the quarterly publication of our internationally respected peer-reviewed journal, the *American Review of Canadian Studies*.

I have personally witnessed and participated in many of the activities and programs of the University of Maine and SUNY Plattsburgh. Indeed, these two universities epitomize teacher training on Canada in the United States. No other single institution or group of universities has such an enviable record of accomplishment; e.g., the UMaine summer faculty institutes, the SUNY Plattsburgh Québec Summer Seminar and Québec Winter Symposium, and the Consortium's K-12 teacher training workshops. It is thanks to these program initiatives that, over the years, more instructors have been produced to teach on Canada, across all educational levels in the United States, than any other institutional initiative(s).

I am very pleased to confirm that I have carefully reviewed the entire application submission. It is my professional judgment that the depth and scope of program activities proposed by the Consortium over four years, will significantly advance the quantity and quality of Canada-focused teacher training activities, leading to greater inclusion of Canadian content across the American curriculum. What is arguably most compelling about the UMaine—SUNY Plattsburgh application is their collective determination to

expand in significant new ways upon what is already an unparalleled level of national Canadian Studies outreach. Particularly noteworthy is their commitment to provide comprehensive training on Canada to a wide variety of constituents, including community college instructors. As the Past President of ACSUS, I can affirm that Canadian Studies outreach to community colleges is a most welcome development – a development that will benefit all who work to advance knowledge on Canada in the United States.

With this application, the University of Maine and SUNY Plattsburgh certainly meet the requirements for designation as a Department of Education Title VI NRC/FLAS on Canada. I enthusiastically endorse this application without reservation.

Sincerely,

A handwritten signature in black ink that reads "Myrna Delson-Karan". The script is cursive and fluid, with the first name "Myrna" being more prominent than the last name.

Myrna Delson-Karan, Ph.D.

Immediate Past President & Executive Council Member, ACSUS  
2013-2015



American Council for Québec Studies



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June 20, 2014

United States Department of Education  
National Resource Center/FLAS Title VI Peer Review  
Committee

Dear Committee Members,

I am very pleased to provide this letter of recommendation in support of the joint University of Maine-SUNY Plattsburgh application to the U.S. Department of Education for a National Resource Center Program Title VI grant on Canada.

I currently serve as President of the American Council for Québec Studies (ACQS). Our association has been committed to the scholarly promotion of teaching and research on Québec for the past forty years. It is interdisciplinary, comprised of members from the both the humanities and social sciences. We convene a biennial conference that draws participants not only from the United States, Québec and Canada, but from Europe and the Middle East. We also publish *Québec Studies*, the leading refereed academic journal published on Québec.

The ACQS has successfully partnered with both the University of Maine and SUNY Plattsburgh for some years. Since 2005, the Canadian-American Center at UMaine has hosted the Secretariat of our association; prior to that, the Secretariat had been at SUNY Plattsburgh for more than fifteen years. Throughout this period, the ACQS has been consistently impressed with the operations of both Centers. They are staffed by dedicated professionals, all of whom are committed to the visible expansion of Canadian and Québec studies across the U.S. educational landscape.

The proposed application is, simply put, chock-full of dynamic new ideas that are certain to elevate the presence of Canada and Québec in American classrooms. In what now must be considered a long overdue area of





American Council for Québec Studies

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national need, the place of minority-serving institutions and community colleges has been recognized in this Title VI competition. Not surprisingly, UMaine and SUNY Plattsburgh will be at the forefront of this effort, partnering with and delivering training on Canada and Québec.

I speak for the entire ACQS community in expressing our complete and unreserved support of this application.

Sincerely,

Leslie Choquette, Ph.D.  
President, American Council for Québec Studies  
Professor of History, Côté Professor of French Studies, and  
Director of the French Institute, Assumption College

Foundation for Educational  
Exchange Between Canada and  
the United States of America



Fondation pour les échanges  
éducatifs entre le Canada et  
les États-Unis d'Amérique

June 18, 2014

United States Department of Education  
Title VI Grants Competition Coordinator

Dear Sir or Madam,

I am writing to you today to enthusiastically endorse the Canadian Studies Programs at the University of Maine at Orono and the State University of New York College at Plattsburgh and offer my support for their application for a United States Department of Education Title VI National Resource Center (NRC/FLAS) grant.

I work very closely with universities in both countries, with research institutes, and with other educational organizations. In my opinion, the track record of the Canadian-American Center at the University of Maine and the Center for the Study of Canada at SUNY Plattsburgh on Canadian Studies research, outreach, and training activities for K-12 students is unsurpassed in the United States. It is my experience, that these two academic institutions, led by their very able directors and supported by committed staff, have done more to promote and institutionalize the presence of Canada in the American classroom than any association or other university. Their superior performance led me, as the CEO of the Foundation for Educational Exchange Between Canada and the United States of America, to invite both institutions to be members of the Killam Fellowship Program. The Killam program is a formal Canada – US reciprocal exchange program that identifies and supports extraordinary undergraduate students in completing a residential exchange experience.

Fulbright Canada has also partnered directly with SUNY Plattsburgh on a variety of recent exchange and scholarly initiatives, including: the Department of State sponsored Youth Ambassadors Program with Canada, the CONNECT program, and conferences for new young scholars (doctoral candidates and junior professors) leading to special issues of academic journals. Our experience working with Maine and Plattsburgh has been uniformly positive. They are both highly effective, goal oriented, professional organizations. I am very pleased to confirm that we intend to continue our successful partnership with the Consortium for the 2014-2018 grant period.

The Maine-Plattsburgh proposal provides a fresh, innovative, and educationally rich suite of programs and new initiatives. The range of colloquia, conferences, curriculum development workshops, and faculty exchange opportunities all speak to the overarching theme and to a singular goal: namely, deepening curricular training on Canada in the United States.

It is especially significant that these two institutions have provided an action plan of programming that is truly national in scope. While each campus proposes activities that will address local and regional curricular needs of the K-12, community college, and college and university communities, they also propose to plan and deliver exciting new initiatives – such as the first national on-line course on Canada purposely designed for community college instructors – for the benefit of the entire country.

Please let me know if there is any additional information you require at this point. At the same time, please feel free to contact me directly at [mhawes@fulbright.ca](mailto:mhawes@fulbright.ca) or 613.688.5509

Most Sincerely,

A handwritten signature in blue ink, appearing to be 'MH', followed by a horizontal line.

Michael K. Hawes, Ph.D.  
CEO, Foundation for Educational Exchange between Canada and the United States  
Executive Director, Fulbright Canada  
Professor of Political Studies (on leave), Queen's University

**LIST OF FEDERAL FORMS,  
ASSURANCES, and CERTIFICATIONS**

Application for Federal Assistance (SF424)	3 pages
ED Supplemental Form for SF 424	2 pages
Budget Information (ED 524)	2 pages
General Education Provisions Act (GEPA) Requirements – Section 427	3 pages
Certification Regarding Lobbying	2 pages
Certification of Eligibility for Federal Assistance in Certain Programs	2 pages
Assurances, Non-Construction Programs (SF 424B)	4 pages
Disclosure of Lobbying Activities (SF-LLL)	2 pages